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ABSTRACT

One of nine volumes in a series on recreation for the handicapped, the report examines new concepts and processes in special recreation. Among 10 topics considered are the following: goals of community recreation for the handicapped; delivery system; guidelines for management and development; local community leadership; planning, cooperation and coordination; advocacy for community recreation; recreation rights and responsibilities of people who are handicapped; and 10-year goals for community or special recreation for the handicapped. A third section reviews results of a national survey of community recreation and leisure services involving 31,306 handicapped persons. A final section lists recreation and park departments that have provided pioneer opportunity recreation for the handicapped. (CL)

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Institute Report #1

National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth-
A Project Funded by the U.S. Bureau of Education for the Handicapped

New Concepts and New Processes in Special Recreation

Report on the National Conference and National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth

by

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John A. Nesbitt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Dedication

This publication is dedicated to the memory of Ms. Patricia John Thoben who died in 1977.

Pat Thoben was a person liberated in spirit from repression and prejudice caused by people's reaction to her because she was handicapped and because she was a woman. People might have negative reactions and restrain her physically but they never restrained her spirit. Pat Thoben was a truly liberated spirit.

Her mission in life was to liberate other people who were handicapped. She contributed to the creation and development of many programs and services benefitting the handicapped. Pat was a fellow rehabilitation worker for some 20 years so it was profoundly gratifying that Pat, ultimately, served as a Senior Program Assistant in the Office of Selective Placement, U.S. Civil Service Commission. Holding this post was demonstration of Pat's ability and of progress in our society's perception of all its members.

Pat Thoben personally contributed to the creation of the new concepts on advocacy, on a charter, on consumerism, on employment and on travel presented in this document.

Pat Thoben's work continues because her insights and convictions pervade this work and the idea of special recreation for people who are handicapped.

Messages

I wish to extend my best wishes to the "National Institute on New Models for Community Based Recreation for Handicapped Children and Youth." The success of your work will measurably increase the cultural, leisure, and outdoor recreational opportunities for our nation's 20 million handicapped.

Though we have made great strides in the rehabilitation of the disabled through medical, social, educational and vocational services, I am aware that millions of our country's disabled citizens are not participating fully in the creative, cultural, and recreational pursuits of our nation.

The effort that you, as dedicated national leaders in the development of recreational and leisure programs for the handicapped, are making through the National Institute is a milestone in bringing equal opportunity for fulfillment through leisure activities to all citizens who are handicapped.

I look forward to learning about the results of the National Institute, and please be assured of my continuing interest and support.

John C. Culver
U.S. Senator, Iowa

Messages, continued

This National Institute on New Models for Community Based Recreation for Handicapped Children and Youth is an important milestone in the development of leisure fulfillment opportunity for millions and millions of Americans who are handicapped.

It is gratifying to note the important progress that has been made in San Francisco, in Washington, D.C., in Chicago and Miami and in Iowa City as well as the other cities and states that are represented by the participants in the Institute's National Conference and Faculty.

This Institute is especially timely in light of two developments. First, the fact that our nation is making real progress in the de-institutionalization of programs and services for ill and handicapped. People who not so many years ago would have remained in institutions are now being successfully settled in the community. But, there is much that we need to know about how to achieve a successful leisure settlement. This National Institute and the Regional Replication Institutes that will be held by the Faculty of the National Institute will contribute to gaining this 'know how' and passing this on to recreation and leisure professionals, volunteers and handicapped consumers.

Second, with the passage of the Rehabilitation Act of 1973 and of Public Law 94-142 major breakthroughs have been made in the rights of the handicapped and in Education for All Handicapped. Recreation service is part of the breakthroughs in both laws. Through the National Institute new insights will be achieved on how to start and develop recreation and leisure services for handicapped all across the nation.

I wish the Faculty and Participants in the National Institute every success in their deliberations and in the successful implementation of the Regional Institutes in the coming months. Please keep me informed of your progress and be assured of my continuing interest and support.

Edward Mesvinsky
U.S. Representative to the
United Nations Commission
on Human Rights and
Former Congressman
Iowa, First District

Messages, continued

I am pleased to write and urge your assistance to the National Institute on Community Recreation for handicapped people. This Institute will be a milestone in the effort to initiate, expand and improve community based recreation services so that they include consideration for the needs of our disabled citizens.

The President's Committee on Employment of the Handicapped has sponsored a Subcommittee on Recreation and Leisure for several years. Through this Subcommittee's work I have become aware of the importance of recreation and leisure in rehabilitation, community settlement and the quality of life of the child, youth or adult who is handicapped. Recreation for handicapped people is a dimension of our concern and, we hope, it is a concern of local government.

I invite local recreation and park departments to cooperate and assist in this project. With their help, the Institute will significantly influence program development over the next five and ten years.

Harold Russell
Chairman
U.S. President's Committee
on Employment of the
Handicapped

I urge support of the National Institute for Community Based Recreation for Handicapped Children and Youth. The information obtained could be most beneficial in the development of recreation and leisure services for the handicapped and a solid step toward enhanced quality of life thru leisure fulfillment.

I encourage support of the project.

Sidney J. Lutzin
Acting Director
National Recreation and
Park Association

Foreword

The advance of community special recreation is exciting. While the recreation needs of people who are handicapped are enormous and have been given 'bottom priority' for the last 75 years, today there are new programs and new groups and new leaders at every turn.

Rehabilitation has been conceived as having medical, educational, vocational and social aspects. It is highly probable that over the next 10 years a new dimension will be added, the 'recreation' dimension. The recreation dimension will be directed to the quality of life of the person who is handicapped.

Equal opportunity for handicapped has focused on major life activities such as employment, housing, education and transportation. Until recently recreation has recieved little or no attention. The White House Conference for Handicapped Individuals provided for the birth of the handicapped consumer movement in recreation. The recreation guidelines and resolutions adopted at the White House Conference are affecting federal, state and local programs.

Recreation has been excluded from major rehabilitation legislation over the last 25 years. However, today, recreation is recognized in both the Rehabilitation Act and the Education for All Handicapped Act. These are major breakthroughs for special recreation and portend for even more important breakthroughs in the future.

At the local level, recreation programs for handicapped are starting and expanding every year. Wheelchair athletes number some 15,000. There are as many as 750,000 participants, parents and volunteers involved in the Special Olympics each year. The range of recreational activities in which handicapped are making breakthroughs to participation is inspiring and limitless. Recreation activities that are being pursued include skiing for amputees and blind, flying and horseback riding for paraplegics, skydiving for epileptics and on and on goes the list of breakthroughs for handicapped in recreation.

Special recreation, that is, recreation of, by and for the handicapped, is moving so rapidly that the volunteers, advocates and professionals are hard pressed to keep abreast.

Anyone, consumer, parent, advocate or professional - interested in people who are handicapped can take satisfaction in the fact that we have entered into an era in which thousands and millions of people who are handicapped will take "first class citizen" roles in recreation yielding personal accomplishment, personal equality and personal joy in living.

The objectives pursued through the National Institute were broad and demanding because the recreation needs of people who are handicapped are, in the main, unmet, broad and demanding. There is reason to believe that some progress may have been achieved through the National Institute. The credit for any progress that was achieved goes to the hundreds of volunteers and professionals who provided information, who provided training and who provided assistance. I wish to take this opportunity to express my gratitude to every person whose name is listed in this and other reports on the National Institute.

- J.A.N.

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Part I - The National Institute

The Project

The National Institute on New Models of Community Based Recreation and Leisure Program and Services for Handicapped Children and Youth was a three-year project funded by the U.S. Bureau of Education for the Handicapped. It was conducted through the Recreation Education Program of the University of Iowa, Iowa City, Iowa. The Project Director and the Project Officer were, respectively, Dr. John A. Nesbitt, Professor, University of Iowa, Iowa City, Iowa; and Mr. William A. Hillman, Jr., Specialist in Physical Education and Recreation, U.S. Bureau of Education for the Handicapped, Washington, D.C.

Goals and Purposes

The goals and the purposes of the National Institute were as follows.

Goals: Contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs.

Programs: Increase competence of personnel in community recreation, park, cultural and leisure services and agencies to initiate, improve and expand the provision of programs and activities for handicapped children and youth.

Functions and Activities

In relation to recreation, park, cultural and leisure activities for handicapped children and youth, the National Institute served to perform the following functions and activities.

*Review literature of/on community programs
*Review research and demonstration on community programs
*Conduct national survey of community recreation and park departments on the status of programs and services
*Conduct field site case studies on programs
*Identify, compile data and publish training guides on new or basic community recreation, park, cultural and leisure program/service models having potential for nationwide use
*Establish national, state and special advisory committees, groups
*Develop state plan for cooperation and development of programs and services
*Publish a Project Newsletter

- *Conduct a National Training Institute
- *Publish information on innovative activities and new equipment for recreation for handicapped
- *Publish training materials, including training guides, audio-visual materials, bibliographies, resource lists, etc.
- *Conduct regional (multi-state) training institutes
- *Conduct research and demonstration projects on new or basic models
- *Provide program/service consultation
- *Develop a leisure settlement model for community agencies
- *Advocate for program service development

The National Conference and Faculty

A National Conference on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth held in 1976 provided the means of bringing together specially selected, representative national experts in community or special recreation for handicapped. Every major need or interest in community or special recreation for handicapped was represented. These participants, in turn, served as the faculty for a series of in-service training institutes and programs that were planned over the following two years, 1976-78.

The participants in the National Conference were provided findings and information drawn from a national survey, case studies and program sources. They were presented with specially designed instruments on the following major dimensions of community recreation for handicapped which they used in providing assistance in the establishment of new insights, interpretations of the state of the art and new training materials.

I. Goals
II. Guidelines
III. Activities
IV. Delivery Systems
V. Management
VI. New Functions
VII. Planning, Cooperation and Coordination
VIII. Advocacy
IX. Recreation Charter
X. Ten-Year Goals

Part II of this document entitled, "New Concepts, New Processes", presents the new insights into community or special recreation for handicapped gained through the National Institute, in particular through the National Conference held in Iowa City.

The participants in the National Conference also worked in task force and work study groups developing a plan for nationwide training in community recreation for handicapped and studying special topics including:

A. White House Conference on Handicapped Individuals
B. Evaluation and Research
C. Recreation and Leisure Assessment in Public Law 94-142
D. Rural Recreation for Handicapped
E. Commercial Recreation and the Handicapped

National Survey

Some 60 local departments of parks and recreation responded to a survey on special recreation programs and services provided to handicapped. The report on this survey was presented at the National Conference and is reported in this document under the title, "National Survey of Community Based Recreation and Leisure Programs and Services for Handicapped."

National Models

A separate Institute Report was prepared entitled, Model Special Recreation Services. The report contains information on 22 nationally selected models as well as summary information covering 18 of the models.

Articles, Papers and Reports

Over 50 special articles, papers and reports on community or special recreation for handicapped were submitted by National Institute faculty, advisers and staff. These articles, papers and reports have been duplicated in a separate Institute Report entitled, Papers on New Models of Community or Special Recreation for Handicapped.

National Training

The participants in the National Conference served as faculty for a series of in-service training programs that were conducted throughout the nation under the auspices of the National Institute. The National Recreation and Park Association and its respective branches and the American Alliance for Health, Physical Education and Recreation and its respective units, both provided cooperation and assistance in the organization of this in-service training effort. At each local, state, regional or national in-service training session faculty and participants in the National Institute served as training coordinators organizing training programs in community or special recreation pertinent to the participants from the respective locales.

During the three-year period of the National Institute, the faculty and participants in the National Institute, the staff and advisers were responsible for providing training in community or special recreation for over 2,500 trainees from 48 states at 30 training sessions held in all primary regions of the nation. The trainees included administrators, supervisors and leaders of both community recreation and community or special recreation for handicapped, personnel in therapeutic recreation service from institutions, personnel from related fields such as special education and physical education as well as pre-service students from the aforesaid specialties. An Institute Report has been prepared which reports on all aspects of the project. The report is entitled, Final Report on the National Institute.

In addition to the documents already cited as being prepared through the National Institute, the following major National Institute monographs were also prepared for use in in-service training.

Educating the Handicapped Child for Leisure Fulfillment

and

Federal Funding for Special Recreation

Future Requests

The full title of the National Institute explained the content area but for ease of communication the functional title that was used during the project was National Institute on Community Recreation for the Handicapped. An earlier, 1973-75, project entitled National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults, used the functional title, National Institute on Recreation for Deaf-Blind. In 1978, to facilitate storage and retrieval of information, communication with the field and answering of requests, the files and resources of both projects were combined under the title National Institute on Special Recreation. Any individual or agency wishing information on either the deaf-blind project and materials or the community models project and materials may direct inquiries to Dr. John A. Nesbitt, National Institute on Special Recreation, Recreation Education Program, University of Iowa, Iowa City, Iowa, 52242.

Part II

I.

Goals of Community or Special Recreation for Handicapped
The Community Based Program

The term community is an abbreviation of the term community-based which differentiates recreation program and service opportunity provided in and through the community as contrasted with program and service opportunity that are institutionally-based , that is, provided in and through an institution or a series of institutions. By definition, all that does not occur in or through an institution is community recreation for handicapped. Further, successful community settlement and functioning is an implied meaning and goal of community recreation for handicapped.

The term model describes the general plan for operation of a particular program or service. This description may be in the form of a guide for training in the use of a particular model; or, an article or general description of a program; or, a report or case study; or, in the report of descriptive of evaluative research conducted on a specific program or service.

We use the term delivery system to represent a general area or type of service such as the educational or school delivery system. Grouping services that are similar in rationale, methodology, objectives, personnel or clients provides a means of dealing broadly with agencies, institutions, constituencies and so on.

Community recreation for handicapped has a distinct philosophy and goals. Community recreation for handicapped uses specific means to express that philosophy and to pursue those goals.

Goal

The basic goal of community recreation for handicapped is to enhance personal fulfillment and functioning of the handicapped individual to the highest level possible through play, recreation and leisure.

Objectives

The basic objectives of community recreation for handicapped are:

1. Achievement of fulfillment and satisfaction, fun and enjoyment, or self expression by the participant at the highest level possible.
2. Achievement of equality of opportunity in play, recreation, parks and leisure facilities, the arts, culture and leisure by the participant who is handicapped.
3. Achievement of a normal life style (normalization) in all aspects of life (educational, vocational, social) by the participant who is handicapped based on individual needs, interests and desires.

Special Services and Orientation

The administrative service rendered by an agency in providing community recreation for handicapped is more similar to standard administrative service than is dissimilar. However, community recreation for handicapped encompasses special teaching and service to people who are handicapped toward the aim that participants achieve the following skills.

	SKILLS/FUNCTIONS	PARTICIPANT SKILLS/ BEHAVIORS
→	Play, Recreation or Leisure Activity Skills Leisure Management Skills (Leisure Education)	◉
→	Social and Interpersonal Skills Community Living Skills Independent Living Skills	◉
→	Physical Fitness Skills Leisure Careers Skills Pre-Vocational or Vocational Skills	◉

Rehabilitation Service and Orientation

The person who is handicapped usually is in contact with a number of services or agencies whose fundamental goal is rehabilitation of the person who is disabled. These services or agencies may be basically rehabilitation, education, health or welfare oriented. Their service may be rendered at or through a hospital, rehabilitation center or workshop, school or special school program, clinic, half-way house, etc. Members of the rehabilitation team include doctors, nurses, physical therapists, speech and hearing therapists, teachers, vocational counselors, etc. The service may be supported by public funds or voluntary contributions. In any case, I wish to add one word to the generally stated definition of rehabilitation or habilitation of disabled as follows:

> The goal of rehabilitation is to assist the disabled person to function at the highest possible level, medically, educationally, vocationally, socially and recreationally.

The helper who accepts or assumes responsibility for the play, recreation and leisure dimensions in the life of the person who is handicapped has a basic responsibility to work in mutual partnership with parents and friends of the handicapped, other disciplines serving the handicapped and public and voluntary agencies. The following should be provided by the recreation helper.

1. Support for general rehabilitation goals and programs; and, in particular, support for the individual's rehabilitation plan and program.

2. Assistance to the handicapped individual's rehabilitation plan or program and to the rehabilitation team by providing information, advice and service relative to play, recreation or leisure functioning and settlement; and, assistance by seeking to interrelate the total rehabilitation plan and program to include play, recreation and leisure fulfillment.

Desired Outcomes

The primary desired outcomes of community recreation for handicapped, as identified generally and pursued in model programs and services, are shown in the instrument that follows. The desired outcomes are presented in rank order, the most highly desired appearing first, the second most highly desired, second and so on. Readers should note that all of the desired outcomes were identified.

Readers are encouraged to rate or prioritize the goals and objectives they consider most important for community recreation for handicapped.

Desired Outcomes

Check the level of priority that you or your agency assign to the following Desired Outcomes. Assign the rank order, from 1 to 12, to the Desired Outcomes. State "other" desired outcomes, their priority and ranking

		No Priority	Moderate Priority	High Priority	Very High Priority	1 to 12 Ranking
Personal Fulfillment	1.Leisure Fulfillment					
	2.Fun and Enjoyment					
	3.Self-Expression					
	4.Equality & Opportunity					
Social Development	5.Social Skills Acquisition					
	6.Independent Living					
	7.Normalization					
	8.Mainstreaming					
Functional Advancement	9.Cultural Enrichment					
	10.Physical Fitness					
	11.Rehabilitation Habitation Education					
	12.Career Education					
	13.Other					
	14.Other					

II.

Guidelines for the Development of Special Recreational, Cultural and Leisure Services for Handicapped

These guidelines were first developed in conjunction with the 1970 institute on "Recreation's Role in the Rehabilitation of the Mentally Retarded" organized by Dr. Larry Neal at the University of Oregon. They appeared in the report of the same name edited by Dr. Neal.(1)

At this time I wish to acknowledge the contribution made in 1970 by the following professionals, consumers and advocates: B. Calhoun, O. Calhoun, J. Cody, T. Cook, J. Fisher, M. Fitzsimmons, T. Fitzsimmons, A. Gray, L. Haffly, B. Hough, M. Landholm, H. Mitchell, B. Mumford, Laurale Neal, B. Pfarr, J. Pomeroy, J. Pope, G. Price, B. Puckle, G. Reynolds, O. Rivera, R. Schnetzer, B. Shook, M. Watters, W. Wood, G. Wyse, and G. Sasui.

The guidelines were disseminated nationally in 1970 through the report of the conference and were shared directly with organizations such as the National Recreation and Parks Association and branches such as the American Park and Recreation Society, National Therapeutic Recreation Society, the American Alliance for Health, Physical Education and Recreation and so on.

The guidelines as they stood in 1970 formed the philosophical basis for the development of the current project, the National Institute.

By virtue of the developments that had taken place since 1970 and the national representation, versus regional representation, and broad expertise of the National Faculty, the guidelines were submitted to the Faculty of the National Institute for review, rating and criticism yielding a significant reaffirmation of their validity.

Users are invited to use the guidelines as they see most appropriate but two obvious alternatives are presented.

You are invited to rate the status of interest, suppport or commitment to the pursuit of these guidelines demonstrated by your community or agency. Use the "A-Status Scale" for this purpose.

Or, you are invited to determine the level of priority that you, your community or your agency might assign to the pursuit of these guidelines using the "B-Priority Scale."

These guidelines might be used by individuals, formal staffs, formal or informal groups and so on in developing plans or reviewing programs.

Users will note that space is provided to make additional guideline statements on fundamental concepts or processes in community recreation for handicapped.

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(1)
Larry L. Neal, Editor. Recreation's Role in the Rehabilitation of the Mentally Retarded. Eugene, Oregon: University of Oregon Rehabilitation Research and Training Center in Mental Retardation Monograph No. 4., September 1970. 89 pp. (Published as one of the Oregon Studies in the Habilitation of the Retarded, Based on the Proceedings of the 1969 May Conference; Co-Sponsored by the Division of Research and Training Centers of the Social and Rehabilitation Service and University of Oregon; Rehabilitation Research and Training Center in Mental Retardation, College of Education, Department of Special Education, University of Oregon, Eugene, Oregon, 97403.)

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
I. Public Understanding and Support A. The public should accept the philosophical view that every handicapped person is entitled to leisure, to opportunities for recreational and cultural participation and to services which make participation possible.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. The public should encourage the provision of compensatory recreational, cultural and leisure services and activities as a means of correcting an imbalance in opportunities that exist for the handicapped, such as the homebound, who need such services.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. The public should accept the fact that funds should be provided for recreational, cultural and leisure services for handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
(Additional Statement) ________________ ________________ ________________ ________________	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
II. Goals of Agencies A. The goals of agencies should include policies designed to achieve equality of opportunity for handicapped persons to participate in recreational, cultural and leisure activities.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. Agencies should actively seek to increase, expand and improve recreation programs for the handicapped. This should include the development and use of program and personnel standards.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. Agencies should organize and provide recreation services and programs with the aim of enhancing the voluntary assimilation in activity of handicapped with non-handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
D. Within the existing framework of recreation philosophy, program and competence, agencies should strive to meet educational, vocational, social and health needs of the handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
E. Agencies should seek the direct involvement of handicapped in policy-making, planning, development, implementation and evaluation of programs that are provided.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
F. Recreation personnel at all levels should strive to determine, understand and serve the personal and individual needs of handicapped persons.	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
G. Agencies should conduct programs of public education designed to enhance public awareness and understanding of the handicapped and acceptance of handicapped in recreational, cultural and leisure activities.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
(Additional Statement) ____________ ____________ ____________ ____________	1 2 3 4 5 Comment	1 2 3 4 5 Comment
III. Special Features of Programs for Handicapped A. Special means should be employed in promoting and informing handicapped about recreational, cultural and leisure opportunities such as special directories, referral services.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. Recreation associations and agencies at the national, state and local levels should find means to surmount both real and imagined problems related to liability and providing insurance in programs and services for handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. Agencies should have written statements in relation to the handicapped which set forth their program goals, the role and function of units within their organization, relationships with other agencies and use of services.	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
D. Leisure education and recreation counseling should be provided for handicapped clients with the aims of enhancing individual satisfaction in leisure through the acquisition of appropriate knowlege, skills, attitudes and habits; and, enhancing the ability of the handicapped to independently direct their own leisure.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
E. Measures should be taken to provide for maximum utilization by handicapped of existing and planned areas and facilities through the elimination of architectural barriers.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
F. Measures should be taken to provide for maximum adaptation of existing recreation equipment for use by handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
G. Agencies should place major emphasis on providing a wide range of transportation services for recreation for handicapped.	1 2 3 4 5 Comments	1 2 3 4 5 Comments
(Additional Statement) __________ __________ __________ __________	1 2 3 4 5 Comments	1 2 3 4 5 Comments

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
IV. Policy-Making and Administration A. Personnel at all levels from policy-making to volunteer, should be brought into direct contact with handicapped and made aware of the particular needs and problems of the handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. Agencies should use existing knowledge and insight into the organization and provision of recreation services for handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. Agencies should apply formal procedures and methods of identifying handicapped clients and determining recreation and leisure needs.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
D. Agencies should take action based on their existing awareness of the needs of the handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
E. Agencies should prepare long-range plans that relate to the anticipated recreation needs and problems of the handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
F. Agencies should seek opportunities for cooperation, coordination and liasion with and among other public and private agencies concerned with meeting the needs of the handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
G. Agencies should establish or participate in formal representative councils and/or committees organized to coordinate efforts to meet the recreational, cultural and leisure needs of handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
H. Representation of or by handicapped consumers and advocates in all aspects of policy-making and administration should be assured.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
(Additional Statement) ____________ ____________ ____________ ____________	1 2 3 4 5 Comment	1 2 3 4 5 Comment
V. Financing A. Agencies should take appropriate steps to assure that adequate funds are provided for recreation services for handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. New methods of financing recreation programs for handicapped should be found. Possible sources include federal and state government, foundations, donations, local taxes.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. Interagency contractural agreements should be developed in providing recreation programs for handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
(Additional Statement)	1 2 3 4 5 Comment	1 2 3 4 5 Comment
VI. Personnel Practices A. Increased numbers of community based recreation personnel should be provided to work with handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. Recreation, park, cultural and leisure service organizations and agencies should adopt affirmative action policies in employment of people who are handicapped and pursue recruitment, training and employment of qualified people who are handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. Agencies should recruit increased numbers of volunteers, including volunteers who are handicapped, to enhance the overall recreation for handicapped program capacity.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
(Additional Statement)	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	B - Priority Scale 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
VII. Formal Education and Training A. Orientation and in-service training should be provided for all personnel associated with recreational, cultural and leisure services, from policy-makers through aides, to increase awareness of the recreational, cultural and leisure needs and potential of the handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. Therapeutic recreation service training should be provided for all personnel working directly with the handicapped, either full time or part time.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
C. Cooperative relationships should be developed among therapeutic recreation service sites, community recreation programs, and colleges and universities offering recreation education programs.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
(Additional Statement) ____________________ ____________________ ____________________ ____________________	1 2 3 4 5 Comment	1 2 3 4 5 Comment

II. (continued)

Guidelines for the Development of Public, Recreational, Cultural and Leisure Services for Handicapped

	A - Status Scale 1 - Very Inadequate 2 - Inadequate 3 - Satisfactory 4 - Very Satisfactory 5 - Highly Satisfactory (Circle one)	**B - Priority Scale** 1 - Very Low Priority 2 - Low Priority 3 - Middle Range Priority 4 - High Priority 5 - Very High Priority (Circle one)
VIII. Research A. Research should be conducted with the aim of evaluating the level and status of delivery of services in relation to needs, and evaluating methods and procedures being used.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
B. Applied and demonstration research should be undertaken with a view to effecting immediate improvement and expansion of recreation and leisure services for handicapped.	1 2 3 4 5 Comment	1 2 3 4 5 Comment
(Additional Statement) ______ ______ ______ ______ ______		

III.

Recreation Activities for Handicapped: New, Used and Adapted

Any person who is handicapped can participate in any activity under appropriate modified conditions. People who are quadriplegic can paint, people who are paraplegic can fly aircraft, a person who is double hand amputee can play the piano, and on and on goes the list of creative, physical and social achievements by people who are disabled.

The only real limitation in the choice and pursuit of recreation activities by the handicapped is the limitation imposed by a lack of creativity in adapting or modifying activities. The Golden Rule is, "Thou Shall Adopt or Modify Any Activity to the Extent Necessary to Make Participation Feasible and Satisfying."

The listing that follows is neither up-to-the-minute nor all inclusive. It is suggestive of the wide range of activities in which handicapped have participated and it is suggestive of the range of activities that should be available to people who are handicapped.

The list is based on a review of recreation for handicapped literature and consumer literature as well as the suggestions of the Faculty of the National Institute.

The principles that emerge from study of the range of activities in which handicapped can participate are as follows:

1. The widest possible range of recreational opportunities should be made available to participants who are handicapped.

2. The range of activities available should provide the handicapped person the opportunity to exercise the same leisure lifestyle options as the non-handicapped person.

Readers are invited to assess the range of recreation opportunities available to handicapped participants and to set priorities for development of additional opportunities.

Aquatics	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Budget/Monetary Skills																									
- Canoeing																									
- Fishing																									
- Life Saving																									
- Motor Boating																									
- Rowing																									
- Sailing																									
- Scuba/Skin Diving																									
- Small Craft Safety																									
- Small Craft Sailing																									
- Surfing																									
- Swimming - Competitive																									
- Swimming - Free																									
- Swimming - Instructional																									
- Swimming - Mainstreaming																									
- Water Safety																									
- Water Shows																									
- Water Skiing																									
- Water Sports																									
- White Water Rafting																									
- Other																									
- Other																									
- Other																									
- Other																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
Arts-Graphics	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Art Appreciation																									
- Art Auctions																									
- Art Exhibits																									
- Art Festivals																									
- Art Shows																									
- Cartooning																									
- Crayons																									
- Cultural Festivals																									
- Decoupage																									
- Drawing																									
- Filmmaking																									
- Filmstrips																									
- Ice Sculpture																									
- Lecturers																									
- Lithography																									
- Movies																									
- Painting																									
- Photography																									
- Print Making																									
- Sculpture																									
- Stenciling																									
- Snow Sculpture																									
- Special Arts Program																									
- Water Color																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Career Education and Guidance																									
- Career Guidance																									
- Career Placement																									
- Commercial Recreation																									
- Entertainment and Enterprises																									
- Recreation																									
- Community Based																									
- Hospitality and Tourism																									
- Institutionally Based																									
- Resource Based																									
- Other																									
- Other																									
- Other																									
Collecting and Hobbies																									
- Art Work																									
- Cans																									
- Coins																									
- Dolls																									
- Magazines																									
- Memorabilia																									
- Models																									
- Plants																									
- Postcards																									
- Scrapbooks																									

Collecting and Hobbies (continued)

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Seashells																									
- Stamps																									
- Stuffed Animals																									
- Swords																									
- Trains																									
- Wild Food																									
- Other																									
- Other																									
- Other																									
- Other																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
Crafts	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Basketweaving																									
- Batik																									
- Beading																									
- Bone Carving																									
- Cake Decorating																									
- Candlemaking																									
- Ceramics																									
- Clothes Design																									
- Costume Design																									
- Crewel																									
- Dyeing																									
- Floral Crafts																									
- Furniture Design																									
- Handicrafts																									
- Jewelry Making																									
- Leather Crafts																									
- Macrame																									
- Mechanical Crafts																									
- Metal Crafts																									
- Nature Crafts																									
- Needlepoint																									
- Origami																									
- Paper Crafts																									
- Plumbing																									
- Pottery																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Crafts (continued)																									
- Quilting																									
- Reupholstering																									
- Rug Braiding																									
- Rug Hooking																									
- Sewing																									
- Soap Carving																									
- Wax Carving																									
- Weaving																									
- Welding																									
- Whittling																									
- Wicker Work																									
- Wire Sculpture																									
- Wood Crafts																									
Cultural/ Ethnic																									
- Auctions																									
- Cooking																									
- Costumes																									
- Dance																									
- Exhibits/Demonstrations																									
- Festival																									
- Films																									
- Viewing																									
- Critiquing																									
- Guest Speakers																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Cultural/Ethnic (continued)																									
- Holiday Celebrations																									
- Museums																									
- Music																									
- Slide Presentations																									
- Theatre																									
Dance																									
- Ballet																									
- Clog																									
- Creative																									
- Ethnic																									
- Folk																									
- Modern																									
- Movement Education																									
- Record Dance																									
- Round																									
- Rythmic Movement																									
- Social																									
- Square																									
- Tap																									
- Other																									
- Other																									
- Other																									
- Other																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
Drama	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Children's Theater																									
- Comedy																									
- Community Theater																									
- Costume Design																									
- Costume Production																									
- Creative Character																									
- Creative Dramatics																									
- Directing (Plays/Films)																									
- Guest Speakers																									
- Improvisations																									
- Legitimate Theater																									
- Marionettes																									
- Pageants																									
- Pantomime																									
- Puppetry																									
- Radio/TV																									
- Readings																									
- Play																									
- Poetry																									
- Prose																									
- Shadows Play																									
- Skit/Scene/Play																									
- Existing Script																									
- Original Script																									
- Stage Craft																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Drama (continued)																									
- Talent Shows																									
- Writing Original Scripts																									
Educational Activities																									
- Adult Education																									
- Appliance Repair																									
- Auto Repair																									
- Budget/Monetary Skills																									
- Children of Parents with Problems																									
- Communication Skills																									
- Cooking Skills																									
- Debating																									
- Family Planning																									
- Grooming																									
- Hygiene																									
- Home Repair																									
- Home Management																									
- Meteorology																									
- Public Speaking																									
- Sex Education																									
- Shopping Skills																									
- Time Skills																									
- Toileting																									
- Travel Skills																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Educational Activities (continued)																									
- Vocational Management																									
Entertainment																									
- Amusement Parks																									
- Ballet																									
- Concerts																									
- Films																									
- Literature																									
- Movies																									
- Night Clubbing																									
- Opera																									
- Puppet Shows																									
- Radio																									
- Rock Concerts																									
- TV																									
- Theater																									
- Sports Event																									
- Symphonies																									
Fitness																									
- Aerobics																									
- Bicycling																									
- Exercise Program																									
- Gymnastics																									
- Jogging																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Fitness (continued)																									
- Mobility Training																									
- Physical Games																									
- Sports																									
- Weight Program																									
- Weightlifting																									
Games																									
- Board Games																									
- Card Games																									
- Low-Organized Games																									
- Puzzles																									
- Table																									
- Word																									
Leisure Education																									
- Leisure Education Class																									
- Skills Classes																									
Mental/Literary																									
- Correspondence																									
- Discussion Groups																									
- Reading																									
- Writing																									
- Other																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Music																									
- Choral Group																									
- Creative																									
- Festivals																									
- Instrumental-Groups																									
- Instrumental-Individual																									
- Lessons																									
- Listening to Records																									
- Music Appreciation																									
- Singing - Individual																									
- Singing - Group																									
- Song Writing																									
- Talent Shows																									
Outdoor Recreation																									
- Beachcombing																									
- Birdwatching																									
- Camping - Day																									
- Camping - Night																									
- Camping - Resident																									
- Cave Exploration																									
- Croquet																									
- Gardening																									
- Hiking/Backpacking																									
- Horseback Riding																									
- Horseshoes																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
Outdoor Recreation (continued)	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Horticulture																									
- Hunting																									
- Ice Boating																									
- Ice Fishing																									
- Kite Flying																									
- Lawn Bowling																									
- Mountain Climbing																									
- Motorcycling																									
- Nature Interpretation																									
- Nature Studies																									
- Outdoor Recreation																									
- Riflery																									
- Rodeo																									
- Snowmobiling																									
- Snowshoeing																									
- Tobogganing																									
Recreation and Leisure Counseling (Guidance, Settlement)																									
1. Referral or Intake																									
2. Assessment																									
3. Placement																									
4. Follow-up																									
5. Evaluation																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Social/Organization																									
- Church Groups																									
- Civic Groups																									
- Clubs																									
- Consumer Groups																									
- Educational Groups																									
- Fraternal Organization																									
- Political Groups																									
- Service Groups																									
- Special Interest Groups																									
- Volunteer Groups																									
- Voter Groups																									
- Voter Registration Groups																									
Special Events																									
- Beach Party																									
- Birthdays																									
- Fairs																									
- Graduations																									
- Hayrides																									
- Holiday Ceremonies																									
- Parties																									
- Picnics																									
- Premiers																									
- Retirements																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/ Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
Sports-Individual-Competitive	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
- Archery																									
- Badminton																									
- Bowling																									
- Curling																									
- Fencing																									
- Flying																									
- Golf																									
- Handball																									
- Hanggliding																									
- Horseshoes																									
- Judo																									
- Karate																									
- Paddleball																									
- Pocket Billiards																									
- Raquetball																									
- Special Olympics																									
- Swimming																									
- Table Tennis																									
- Tennis																									
- Track & Field																									
- Weightlifting																									
- Wrestling																									
- Other																									
- Other																									
- Other																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Sports-Individual Non-Competitive																									
- Archery																									
- Bicycling																									
- Horseback Riding																									
- Iceskating																									
- Riflery																									
- Roller Skating																									
- Winter Sports																									
Sports-Team-Competitive																									
- Baseball																									
- Basketball																									
- Football																									
- Field Hockey																									
- Floor Hockey																									
- Paralympics																									
- Soccer																									
- Softball																									
- Special Olympics																									
- Swim																									
- Volleyball																									
Tourism & Travel																									
- Field Trips																									
- Hosteling																									
- Outings																									

	Currently Offered By My Agency			Currently Offered by Community Agency			If "Yes," Age Group Served By Program/Activity								Frequency That Program/Activity Is Offered					Is Not Offered in My Community, Priority Assigned To Development					Comments
	Activity	Program	Skill Instruction	Activity	Program	Skill Instruction	Pre-School (0-4)	Elementary Age (5-12)	Junior High (13-15)	High School (16-19)	Young Adult (20-30)	Adult (31-45)	Mature Adult (46-61)	62 and Over - Retirement	Daily	Weekly	Monthly	Yearly	Other	Top Priority	High Priority	Middle Range Priority	Low Priority	No Priority	
Tourism and Travel (continued)																									
- Out-of-State Travel																									
- International Travel																									
- Special Olympics																									
Voluntary Service																									
- Community Activities																									
- Conversing																									
- Home Visitation																									
- Letter Services .																									
- Recreation Leader																									
- Teacher/Tutor																									
- Telephone Calling																									
- Other																									
- Other																									
- Other																									
- Other																									
- Other																									

IV.
Delivery Systems for Community or Special Recreation for Handicapped

Traditionally, since World War I, "recreation therapy" has been provided in state institutions such as state hospitals for the mentally ill and state schools for the mentally retarded. It is in these institutions that the recreation therapy tradition was established.

Since the turn of the century, profound advances have been made in the practice and science of medicine and in the social, economic and political management of illness and injury. Since 1960 there has been a broad effort to deinstitutionalize people who previously had been maintained in institutions for long periods or permanently.

The history of recreation therapy in institutions can be followed through its various stages down to the present time under its new title, therapeutic recreation service. The history of the recreation for people who are handicapped, or community recreation for handicapped, is highly diverse and has no primary sequence of development.

If a parent, consumer, advocate or professional worker is going to plan, organize or review community recreation for handicapped, he or she must consider some 13 systems of delivery or delivery systems as referred to here.

Generally, the recreation and park agencies or departments at the local, county, district, state and Federal levels have played a very limited role nationwide in the delivery of community recreation opportunity to handicapped. They have been one delivery system among many. Recreation and park agencies, in general, have not performed a central leadership or coordinative role.

As matters stand in the late 1970's and early 1980's, there is an enormous human need to be met among the nation's 25 million handicapped and there is a proportionately enormous leadership vacuum to be filled.

Through the National Institute on New Models for Community Recreation for Handicapped, we were able to review the literature, review research and demonstration projects, seek information from leading specialists, survey some 70 departments of parks and recreation and seek to sense the state of the art of delivery of community recreation for handicapped as well as to anticipate what the next five to 10 years will yield.

Among the major conclusions drawn from this effort thus far is that a new approach to initiating, expanding and improving community recreation for handicapped is to recognize the distinct delivery systems that exist. Through a better perception of these distinct delivery systems, their roles and functions, park and recreation professionals and agencies as well as other agencies and the community at large can better manage the development ot recreation programs and services for handicapped.

The following listing of Delivery Systems was presented to the Faculty of the National Institute who verified their inclusion in a basic community service matrix and commented on titles and subcategories.

In reviewing the programs, services and resources in your community, attempt to determine the level at which a particular delivery system is operating or serving your community. Use the following sentence in rendering your opinion, "The _______ Model's level of function or operation in our community is ___________."

0-No Response/Omit
1-Very Poor or Not Operating in Our Community
2-Poor
3-Satisfactory
4-Very Good
5-Excellent

I. Self-Supporting Recreation Consumer Group Models

	Circle One	Steps in Development
- Programs organized and conducted by people who are handicapped such as: - Disabled in Action - Miss America - Deaf - Miss Wheelchair America - Wheelchair Athletic Association	0 1 2 3 4 5	

II. Consumer Recreation Competency Models

- Leisure Education - general	0 1 2 3 4 5	
- Leisure Education at various levels - preschool, elementary, junior high, high school, community college, university	0 1 2 3 4 5	
- Leisure Counseling (guidance and/or settlement)	0 1 2 3 4 5	
- Leisure Careers	0 1 2 3 4 5	

III. Recreation for Handicapped Advocacy Group Models

- Consumer Groups	0 1 2 3 4 5	
- Advocacy Groups such as the Santa Clara County Association on Recreation Service for Handicapped	0 1 2 3 4 5	
- National Consortium on Physical Education and Recreation for Handicapped	0 1 2 3 4 5	

IV. Special Recreation for Handicapped Facility and Service Models

- Recreation Center for the Handicapped, San Francisco	0 1 2 3 4 5	
- Park for Handicapped, West Virginia	0 1 2 3 4 5	
- Regional Associations for Handicapped. Chicago	0 1 2 3 4 5	
- Playgrounds for Handicapped	0 1 2 3 4 5	
- Sports Centers/Resorts for Handicapped	0 1 2 3 4 5	

V. Commercial Recreation for Handicapped Models

- Transportation, e.g., the Grayhound Service	0 1 2 3 4 5	
- Travel, Various Travel Agencies Serving Handicapped	0 1 2 3 4 5	
- Equipment, North American Recreation Equipment, Inc.	0 1 2 3 4 5	
- Private Facilities, e.g., Theaters, Bowling, Plays, Clubs, etc.	0 1 2 3 4 5	

VI. Community Service and Civic Organization Models

- Chamber of Commerce, League of Women Voters, Parent-Teachers Association, Democratic Party, Republican Party, Toastmasters, etc.	0 1 2 3 4 5	

VII. Creative and Performing Arts Models

- Arts, Arts Appreciation, Arts Education and Arts Participation	0 1 2 3 4 5	

- Access to Arts and Cultural Resources and Facilities	0 1 2 3 4 5	
- Crafts	0 1 2 3 4 5	
- Combined Cultural Festival	0 1 2 3 4 5	
- Cultural Festival for the Handicapped	0 1 2 3 4 5	
- Dance	0 1 2 3 4 5	
- Drama, Theater of the Deaf, Plays for Living	0 1 2 3 4 5	
- National Committee - Arts for the Handicapped	0 1 2 3 4 5	
- Special Arts - Joseph P. Kennedy Foundation	0 1 2 3 4 5	
- SARA Center - Special Arts and Recreation Activities Center, Great Neck, New York	0 1 2 3 4 5	
- Music	0 1 2 3 4 5	

VIII. Educational and School Models

- Pre-school, such as Maryland National Capitol Parks Project; Day Care	0 1 2 3 4 5	
- Elementary and Secondary	0 1 2 3 4 5	
- Community Colleges, Colleges and Universities	0 1 2 3 4 5	
- Vocational Education, Adult Education and Continuing Education	0 1 2 3 4 5	

IX. Park and Recreation Department Models

- Municipal Programs (small, medium and large population)	0 1 2 3 4 5	
- County Programs	0 1 2 3 4 5	
- Special District Programs	0 1 2 3 4 5	
- State Programs	0 1 2 3 4 5	
- National and Federal Programs	0 1 2 3 4 5	
- Urban Area Programs	0 1 2 3 4 5	
- Rural Area Programs	0 1 2 3 4 5	
- Special Programs Such as Recreation for Deaf-Blind Program, San Jose, California, Park and Recreation Department	0 1 2 3 4 5	

X. Rehabilitation, Health, Social and Welfare Models

- Primarily State and Federal Programs for: - Aged with Impairments - Blind and Visually Handicapped - Deaf & Hard of Hearing - Deaf-Blind - Drug Abusers - Learning Disabilities - Mentally Retarded-Trainable - Mentally Retarded-Educable - Physically Handicapped - Speech & Communication Impaired - Social Offenders-Adults - Social Offenders-Youth - Other Health Impairments	0 1 2 3 4 5	

XI. Support Services Models

- Functions Include: - Advisory and Planning Services - Consultation - Education, In-service Training - Information Services, Clearinghouse, both Professional and Public - Research - Standards	0 1 2 3 4 5	
- These Services are Provided by: - National agencies such as National Recreation and Park Association; American Alliance for Health, Physical Education and Recreation; National Consortium on Physical Education and Recreation for Handicapped	0 1 2 3 4 5	

XI. (continued)

	0 1 2 3 4 5	
- Federal agencies such as the Bureau of Education for Handicapped, Vocational Rehabilitation Administration, (sub) Committee on Recreation and Leisure of the U.S. President's Committee on Employment for the Handicapped, etc. - Professional/technical services such as TRIC, IRUC, etc. - State agencies such as Cooperative Extension Service in Therapeutic Recreation, State Commission on Aging Consultant on Recreation - State Training such as the BEH-supported New Jersey Comprehensive Inservice Training Program for Community Recreation for Handicapped		✓

XII. Voluntary Health Agency Models

- Agencies serving arthritis, birth defects, blind, cancer, cerebral palsy, cystic fibrosis, deaf, deaf-blind, epilepsy, facially disfigured, heart, ill and disabled, muscular dystrophy, muscular sclerosis, mentally ill, mentally retarded, physically handicapped	0 1 2 3 4 5	

XIII. Youth Service Models

- Boy Scouts of America, Scouting for the Handicapped	0 1 2 3 4 5	
- YMCA, Project Aquatics Mainstreaming	0 1 2 3 4 5	
- Girl Scouts, 4-H, Camp Fire Girls, Boy's Club, etc.	0 1 2 3 4 5	

V.

Guidelines for Management and Development of Community or Special Recreation for Handicapped

Administrators and supervisors might consider management and development of a community recreation for handicapped program using the following guidelines. These guidelines were prepared through the National Conference.

	Yes	No	Comments on Possible Management and Development Options
I. Planning			
A. Are the objectives to be achieved by the handicapped stated? Are they specific and detailed? Is every staff member familiar with the objectives?			
B. Is there a plan for the recreation program for the handicapped people or a plan for the development of the program? Is this plan clear and precise, flexible? Does the plan include policy statements, procedures, and methods for the utilization of staff, space, equipment, supplies and materials?			
C. Are handicapped consumers, parents and rehabilitation advocates involved in planning and, ultimately, evaluation?			
II. Organizing			
A. Do the organizational procedures followed require the defining, grouping and assigning of job duties? Are levels of organization including administrator, supervisor, leader and volunteer provided?			
B. Are the policy or advisory board and chief administrator convinced of the value of recreation for all people in the community including people who are handicapped? Are staff hired who have appropriate education, experience and skill levels?			

	Yes	No	Comments on possible management and development options
III. Staffing			
A. Does the staffing procedure require the recruiting, placing, training and evaluation of personnel?			
B. Are relationships with colleges and universities developed, not only as a source of full-time staff, but also as a source of part-time, summer, intern and volunteer staff?			
IV. Staff Development			
A. Do supervisors give staff the opportunity to develop their skills and competencies? Is staff development provided through in-service education, workshops, state meetings and national meetings?			

VI.

New Functions in Local Community Leadership for Delivery Systems for Community or Special Recreation for Handicapped

As local services and programs are developed to meet the needs of handicapped people living in the community, the following new functions must necessarily be performed. The Faculty of the National Institute reacted to a listing of functions prepared by the National Institute Project Staff. The following functions were rated as essential. You should rate the level of performance of these functions in your local community. Then list or describe Steps in Development.

0-No Response/Omit
1-Very Poor
2-Poor
3-Satisfactory
4-Very Good
5-Excellent
Circle One

New Function   Steps in Development

A. Information Function

- Collecting, Compiling and Disseminating Information on: Who - Consumers/Clients Why - Need and Philosophy and Objective What - Program and Activities Where - Services and Facilities When - Scheduling How - Resources	0 1 2 3 4 5	
- Local Information Clearinghouse	0 1 2 3 4 5	
- Information Service Coordination with Regional and State Agencies and Organizations	0 1 2 3 4 5	
- Directory of Local, Regional and State Services and Programs	0 1 2 3 4 5	
- Directories of Accessible Facilities and Resources	0 1 2 3 4 5	
- Publish and Disseminate Annual Reports	0 1 2 3 4 5	

B. Needs Identification Function

- Identifying People and Groups not Served	0 1 2 3 4 5	

(New Functions
Cont.)

0-No Response
1-Very Poor
2-Poor
3-Satisfactory
4-Very Good
5-Excellent

Function	Circle One	Comments
- Identifying Inaccessible Facilities	0 1 2 3 4 5	
- Identifying Programs (Activities) not Provided	0 1 2 3 4 5	
- Identifying Services Not Provided (Professional Personnel, Equipment, Supplies, Transportation, Leadership, In-Service Training)	0 1 2 3 4 5	
- Identifying Administrative and Policy-Making Service Not Provided	0 1 2 3 4 5	

C. Catalytic-Facilitator-Initiator Function

- Interpreting Needs	0 1 2 3 4 5	
- Soliciting Assistance	0 1 2 3 4 5	
- Matching Needs with Resources	0 1 2 3 4 5	
- Developing New Resources	0 1 2 3 4 5	

D. Planning and Development Function

- Describing Cooperation and Coordination Within and Between Agencies	0 1 2 3 4 5	
- Relating Needs and Review to Development	0 1 2 3 4 5	
- Identifying Possible Areas for Cooperation and Coordination Among Agencies for/in Development of Programs and Services	0 1 2 3 4 5	
- Identifying Barriers to Program and Service Development, Barriers to Service Delivery and Barriers to Cooperation and Coordination	0 1 2 3 4 5	

(New Functions Cont.)

Function	0-No Response/Omit 1-Very Poor 2-Poor 3-Satisfactory 4-Very Good 5-Excellent Circle One	Comments
E., Review Function		
- Stating and Eliciting Statements of General Goals and Measurable Objectives	0 1 2 3 4 5	
- Assisting Evaluation and Assessment Based on Goals and Objectives	0 1 2 3 4 5	
- Encouraging Review and Revision	0 1 2 3 4 5	
F. Advocacy Function		
- Collecting and Interpreting Demographic Data on Unmet Needs in Terms of People, Programs, Facilities and Services to Official Public and Voluntary Bodies	0 1 2 3 4 5	
- Assessing and Interpreting Unmet Needs in Relation to Inadequacies in Laws, Programs, Policies and Resources at the National (Federal), State and Local Levels to Legislators, Public Officials, Parents and Consumer Groups	0 1 2 3 4 5	
- Assessment and Interpretation of the Status of Achievement of the Civil and Human Right to Leisure Fulfillment by the Handicapped to Public Officials, to Advocacy Groups and to Consumer Groups	0 1 2 3 4 5	
- Creating Public Support Through Special Local Taxes Through State and Federal Legislation for Recreation, Parks, Arts and Leisure for Handicapped	0 1 2 3 4 5	

(New Functions
Cont.)

0-No Response/Omit
1-Very Poor
2-Poor
3-Satisfactory
4-Very Good
5-Excellent

Function	Circle One	Comments
- Assessment and Interpretation of the Status of Employment of Handicapped in Leisure Occupations to Governor's and Mayor's Committees, to Services and to Consumer and Advocacy Groups	0 1 2 3 4 5	
- Evaluating and Interpreting the Status of Manpower a. Professional b. Paraprofessional c. Volunteers	0 1 2 3 4 5	
- Evaluation and Interpretation of Research, Education and In-Service Training Needs to Recreation and Park Association, to Colleges and Universities, to Administrators and to Legislators	0 1 2 3 4 5	
- Evaluation and Interpretation of Programs and Services to Individual Clients or Consumers and Consumer Groups	0 1 2 3 4 5	

G. Consumerism Function

- Involvement of Advocates, Consumers and Consumer Groups in All Aspects of Program, Program Development and Program Review	0 1 2 3 4 5	

H. Funding Function

- Preparing and Submitting Applications and Proposals for Support by Public Programs and Agencies, Local, State and Federal such as AS, AA, DD, EH, VR, etc.	0 1 2 3 4 5	
- Preparing and Submitting Applications and Proposals for Support by Non-Profit Agencies, Voluntary Health Agencies Foundations, Corporations, United Fund, etc.	0 1 2 3 4 5	

VII.
Planning, Cooperation and Coordination in Community or Special Recreation for Handicapped

Planning for cooperation and coordination at the local, state and national/Federal levels is of fundamental importance to the initiation, improvement and expansion of community recreation for handicapped.

The functions that must be performed by professional recreation services and by community agencies at each level are described in the following. These recommended functions are based on the literature and the suggestions of the Faculty of the National Institute.

Following this listing of functions is a guide which may be used in reviewing the performance of these functions at the local, state and national/Federal levels.

Determining Needs

- Identify the number of handicapped people within a given jurisdiction, that is, local, county, district, state and at the national level, based on disease or disability, age, socio-economic status, location, etc.

- Determine the levels of community recreation service provided.
  *Number unserved in recreation
  *Number underserved in recreation
  *Number served by community recreation for handicapped programs

- For the recreation services provided, determine the quality and quantity of recreation programs and services in terms of
  *Recreation Personnel (levels of training for professionals and volunteers, ratio of staff to participants, actual time of staff with participants, etc.)
  *Recreation and Leisure Facilities (number of community recreation and leisure facilities accessible, number that accept handicapped and actual attendance or use by handicapped data).
  *Type and frequency of community recreation for handicapped programs and activities available and actual participation data.
  *Character and frequency of activities for normalization, mainstreaming, leisure education, leisure counseling, transportation and other services provided.
  *Representation by community recreation for handicapped consumers and advocates in program planning, implementation and evaluation.

Administration and Organization

- Assist in the creation of units or agencies on community recreation for handicapped in government at the city, county or district, state and Federal levels. In the local recreation department it is critically important that an administrative function or unit be established with an appropriate administrative supervisor, categorical budget and so on.

- Promote the creation of voluntary ad hoc or formal committees, councils or association at the local, state and national levels composed of service providers (public and private) devoted to coordinating development and delivery of community recreation for handicapped service, e.g. "Santa Clara County Association on Recreation Services for the Handicapped". The local council or committee should be composed of advocates and advocacy groups (ex. parents), commercial recreation, consumers and consumer groups, hospitals, libraries, museums, city recreation and parks, county or district recreation and parks, rehabilitation centers, residential programs, schools or school districts, social services, special education, vocational rehabilitation and voluntary health agencies.

- Create framework for inter-agency coordination relative to:
  - ·Clients/participants
  - ·Contracting programs
  - ·Equipment
  - ·Facilities
  - ·Monetary/fund support
  - ·Personnel/consultation
  - ·Personnel/supervisor
  - ·Personnel/leadership
  - ·Personnel/volunteers
  - ·Public information
  - ·Training
  - ·Transportation

Planning

- Assess total unmet needs for community recreation for handicapped of unserved, underserved and those currently receiving services.

- Set priorities and goals for the delivery and development of services.

- Establish short range, middle range and long range goals.

- Prepare inter-disciplinary, inter-agency plan of delivery of highest quality service possible to the largest population possible.

- Request technical assistance and consultation from state level and regional professional, state and Federal offices in planning the development of community recreation for handicapped services.

- Request assistance in program and personnel development in community recreation for handicapped from state cooperative extension services and colleges and universities.

- Review or evaluate on an inter-disciplinary and inter-agency basis the effectiveness of programs and services at the end of designated periods, e.g. quater, semi-annual, annual, five-year period, etc.

Funding

- Promote community recreation for handicapped through categorical allocations in local park and recreation department budgets, through local school district budgets and through special local tax assessments.

- Use Federal and Federal-State program funds such as developmental disabilities, social security, special education, vocational education and vocational rehabilitation for community recreation for handicapped related programming.

- Seek set aside allocations such as 10 per cent of state Land and Water Conservation Fund allocations for use in behalf of handicapped.

Legislation

- Provide elected public officials with:
  *Statistical and descriptive information on unmet needs of handicapped for community recreation for handicapped
  *Professional and technical information
  *Program and service plans, costs for implementation, benefits to be derived from programs, from support of direct services, from research, from training, from technical assistance, etc.

- Provide technical information and consultation on community recreation for handicapped to local recration and/or park boards, school boards and to state and Federal legislative committees.

Information

- Disseminate information to consumers, consumers' families, to advocates and to the general public on community recreation for handicapped programs and services available, resources, needs and acceptance of people who are handicapped.

- Disseminate information to service providers on community recreation for handicapped resources, funds available, etc.

Manpower Planning

- Determine current number of personnel employed in community recreation for handicapped.

- Determine manpower deficits and numbers needing pre-service (A.A., B.A., M.A., Dr.) and in-service (volunteer, leader, supervisor, administrator) training.

- Determine in-service training needs of other disciplires and agencies, e.g. special education, vocational rehabilitation, etc.

Personnel Standards

- Use of personnel standards in recruiting and hiring that recognize professional recreation standards for performance, training and registration/certification/licensing.

- Use of community recreation for handicapped competency based training guidelines in pre-service and in-service training.

- Use of most current professional salary and benefits guidelines.

Demonstration and Innovation

- Request assistance from city or regional planning agencies, or colleges and universities or state and Federal offices in the development of community recreation for handicapped program and service demonstration or innovations.

State and Federal/National Level Functions

The functions recommended for state and Federal/national agencies relative to coordination and development of community recreation for handicapped coincide with the local functions in cooperation and coordination. These functions are suggested for state and national level public governmental agencies, professional associations and recreation for handicapped advocacy organizations. However, the following unique interests must be addressed primarily at the state and national/Federal levels.

Funding

- Interpretation of goals and policies to allow for funding of community recreation for handicapped.

- Direct provision of funds for direct service, research, training and technical assistance for community recreation for handicapped.

Manpower Development

- Needs surveys

- Standardized curricula and competency based training guidelines in community recreation for handicapped.

Personnel Standards

- Civil service job specifications reflect professional guidelines, professional training and professional standards.

- State and national salary and benefits data.

- Standardization of registration, certification and licensing procedures.

Review of Planning, Cooperation and Coordination

In your community and state indicate "yes" or "no" as to whether there is shared planning, cooperation and coordination in community recreation for handicapped. At the national/Federal level indicate "yes" or "no" as to whether you are aware of shared planning, cooperation and coordination.

	Local				State				National/ Federal				Comments
	Recreation Department		Community Agencies		Professional Organizations		Public Agencies		Professional Organizations		Public Agencies		
Determining Needs	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
·Identification													
·Service Provided													
·Quality of Service													
Administration and Organization													
·Program Units													
·Voluntary Groups													
·Inter-agency Coordination													
Planning													
·Assessment													
·Set Priorities, Goals													
·Establish Goals													
·Inter-disciplinary, Inter-Agency Plan													
Funding													
·Local Public Funds													
·Federal and Federal-State Funds													
·Set Aside Funds													
Information													
·Disseminate to Users													
·Disseminate Among Providers													
Manpower Planning													
·Current Status													
·Needs													
·In-Service Training Needs													
Personnel Standard													
·Recruitment and Hiring													
·Training													
·Salary and Benefits Guidelines													
Demonstration and Innovation													
·Assistance													

Resources

The following two lists of state level and national/Federal level agencies and organizations include those organizations at the respective level that necessarily must be involved in cooperative or coordinated planning for community recreation for handicapped. These lists are suggestive of the organizations and agencies that might be directly involved at the local level.

State Agencies

- Aging
- Civil Service
- Commissions for Handicapped such as Commission for the Blind
- Conservation and Natural Resources
- Council or Committee on Recreation
- Governor's Committee on Employment of the Handicapped
- Developmental Disabilities
- Education (special education, community school, physical education, vocational education, continuing education)
- Employment Service
- Health and Public Health
- Institutions for Mentally Ill, Mentally Retarded, Social Offenders and Veterans
- Mental Health
- Planning and Development
- Social Services
- Vocational Rehabilitation

State University Based Services

- Recreation and Parks Curriculum
- Conservation, Forestry and Natural Resources Curricula
- Architecture Curricula
- Landscape Architecture Curricula
- Cooperative Extension Service
- Urban Research and Planning Institutes
- Rural Research and Planning Institutes

State Professional Organizations

- County Conservation
- Health, Physical Education and Recreation
- Municipal League
- Parks and Recreation and Therapeutic/Handicapped Section
- Special Education

State Voluntary Health Agencies

- Arthritis
- Blind
- Cancer
- Cerebral Palsey

State Voluntary Health Agencies (continued)

- Deaf
- Deaf-Blind
- Epilepsy
- Heart
- Muscular Dystrophy
- Multiple Sclerosis
- Mentally Ill
- Mentally Retarded
- Physically Handicapped

Advocacy and Consumer Groups

- Disabled In Action
- Indoor Sports Clubs
- Wheelchair Sports Organizations

Consumer Organizations

- American Coalition of Citizens with Disabilities
- National Inconvenienced Sportsmen's Association
- National Association of the Physically Handicapped

Federal Agencies

- Agriculture
  - * Extension Service
  - * Forest Service
  - * Rural Development Service

- Civil Rights Commission
- Civil Service Commission
- Equal Employment Opportunity Commission
- Health, Education and Welfare
  - * Administration on Aging
  - * Architectural and Transportation Compliance Board
  - * Bureau of Education for the Handicapped
  - * Developmental Disabilities Office
  - * National Institutes of Health
  - * National Institute of Mental Health
  - * Office of Consumer Affairs
  - * Office for Handicapped Individuals
  - * Office of Rural Development
  - * Rehabilitation Services Administration
  - * Social and Rehabilitation Service
  - * Social Security Administration
  - * Vocational Education

- Housing and Urban Development
  - * Equal Opportunity

Federal Agencies (continued)

- Interior
  - * Bureau of Outdoor Recreation
  - * National Park Service
- John F. Kennedy Center for the Performing Arts
- Labor
  - * Employment Service
- National Foundation on the Arts and Humanities
  - * Office for the Handicapped
- President's Commission on Olympic Sports
- President's Committee on Employment of the Handicapped
  - * Committee on Recreation and Leisure
- President's Committee on Mental Retardation
- President's Council on Physical Fitness and Sport
- President's Advisory Committee on the Arts
- Smithsonian Institution
- Transportation
  - * Urban Mass Transport Administration
- Veterans Administration
- U.S. House of Representatives
  - * Select Committee on Education
- U.S. Senate
  - * Subcommittee on the Handicapped

National Voluntary Health Agencies

- American Foundation for the Blind
- American Cancer Association
- American Heart Association
- American Red Cross
- Arthritis Rheumatism Foundation
- Association for Children with Learning Disabilities
- Epilepsy Foundation
- Joseph F. Kennedy Foundation
- National Association for Mental Illness
- National Association for Retarded Citizens
- National Easter Seal Society for Crippled Children and Adults
- National Federation of the Blind
- National Muscular Dystrophy Association
- National Multiple Sclerosis Association
- United Cerebral Palsy Association of America
- United Fund

National Professional Organizations

- American Alliance for Health, Physical Education and Recreation
  - * American Association for Leisure and Recreation
  - * Programs for the Handicapped Information and Research Utilization Center (IRUC)
- American Medical Association
  - * Council on Mental Health
  - * Committee on Medical Aspects of Sport
- Council for Exceptional Children
  - *ERIC Clearinghouse on Handicapped and Gifted
- National Association of State Directors of Special Education

National Professional Organizations (continued)

- National Committee - Arts for the Handicapped
- National Consortium on Physical Education and Recreation for the Handicapped
- National Recreation and Park Association
  * National Therapeutic Recreation Society
  * American Park and Recreation Society
- National Rehabilitation Association
  * National Rehabilitation Counseling Association

National Service and Youth Organizations

- Boy Scouts of America
  * Scouting for the Handicapped Program
- Girl Scouts of America
  * Scouting for the Handicapped Program
- YMCA
  * Project Aquatics Mainstreaming

VIII.

Dimensions of Advocacy for Community or Special Recreation for Handicapped

The following delineates the primary dimensions or functions of advocacy for recreation for people who are handicapped. You are invited to respond by reviewing the performance of these dimensions or functions in your community.

	Performed by						Comments on Development of Advocacy -What needs to be done? -What individuals or groups should be involved? -How and when can action be taken?
	Recreation Profession (local, state, national)		Recreation Agencies		Community Agencies		
	Yes	No	Yes	No	Yes	No	
A. Consumerism in Recreation for Handicapped 1. Advocating involvement of handicapped consumers and consumer representation in policy-making, program planning, program implementation and evaluation.							
2. Assisting consumer groups in planning, organizing and conducting activities designed to promote the provision of programs and services to meet recreation needs of consumers who are handicapped.							
B. Legislation for Recreation for Handicapped 1. Providing statistical information on recreation needs and problems of handicapped and technical information on programs and services to elected officials at the local, county, district, state and federal levels.							

	Performed by						Comments on Development of Advocacy -What needs to be done? -What Individuals or groups should be involved? -How and when can action be taken?
	Recreation Profession (local, state, national)		Recreation Agencies		Community Agencies		
	Yes	No	Yes	No	Yes	No	
2. Assisting consumer groups in compiling similar information, proposing solutions and presenting information to elected officials.							
C. Funding for Recreation for Handicapped 1. Seeking funds and categorical programs for recreation for handicapped from tax supported programs such as special education, vocational rehabilitation, social security, developmental disabilities, vocational education, land and water conservation, etc.; and from public agencies for social services, mental health, mental retardation, physically handicapped, hospital care, etc.							
2. Seeking funds and categorical programs for recreation for handicapped from non-profit community organizations, youth service organizations, voluntary health and rehabilitation organizations and foundations.							

	erformed by						Comments on Development of Advocacy -What needs to be done? -What Individuals or groups should be involved? -How and when can action be taken?
	Recreation Profession (local, state, national)		Recreation Agencies		Community Agencies		
	Yes	No	Yes	No	Yes	No	
D. Employment of Handicapped in Leisure Service Occupations 1. Advocating the employment of qualified people (based on training and experience) who are handicapped.							
2. Hiring in leisure service occupations qualified people who are handicapped.							
3. Assisting public and private recreation, arts, parks, travel, hospitality, etc., agencies in adopting and pursuing policies for employment of qualified handicapped people.							
4. Recruiting people who are handicapped into pre-service and in-service training in recreation service occupations.							
5. Assisting in the implementation of local, state and Federal laws regarding the employment of qualified people who are handicapped.							
E. Elimination of Architectural and Transportation Barriers 1. Advocating the elimination of existing architectural and transportation barriers to recreation and leisure participation for people who are handicapped.							

	Performed by						Comments on Development of Advocacy -What needs to be done? -What Individuals or groups should be involved? -How and when can action be taken?
	Recreation Profession (local, state, national)		Recreation Agencies		Community Agencies		
	Yes	No	Yes	No	Yes	No	
G. Community Organization for Advocacy for Recreation for Handicapped 1. Organizing at the local, state and national level to form ad hoc or formal advocacy groups, to form coalitions of various concerned individuals and groups or to form distinct groups and organizations for the purpose of advocating the recreation needs, desires and rights of people who are handicapped.							
2. Administering through formal or informal groups, coalitions and/or distinct organizations, programs and services for recreation for handicapped which cover consumerism, legislation, funding, employment and elimination of barriers.							

	Performed by						Comments on Development of Advocacy -What needs to be done? -What Individuals or groups should be involved? -How and when can action be taken?
	Recreation Profession (local, state, national)		Recreation Agencies		Community Agencies		
	Yes	No	Yes	No	Yes	No	
2. Advocating barrier free design of all new recreation and leisure or recreation and leisure related facilities; and of transportation vehicles and services.							
3. Assisting in the implementation of local, state and Federal laws regarding the elimination of architectural and transportation barriers.							
F. Education in Recreation Consumerism and Advocacy 1. Providing training to handicapped consumers (children, youth, adults) on consumerism relative to recreation services, programs, materials and products, that is, how to make evaluative judgements on the quality and quantity of recreation services, programs, materials and products.							
2. Providing training to people who choose to be "recreation for handicapped advocates" (handicapped people, parents and friends of handicapped, volunteers, professionals, preservice students) on problems, needs and activities for recreation for handicapped consumerism, legislation, funding, employment and barriers.							

IX.

Statement on Recreation Rights and Responsibilities of People Who Are Handciapped

Notes on Recreation, Human Rights, Civil Rights and the Handicapped

Introduction

The Faculty of the National Institute and the Members of the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped rated each element in a draft of a Proposed Charter of Recreation Rights and Responsibilities of Handicapped People. The intention in creating the proposed charter statement that follows is to provide consumers, advocates, the public, professionals and legislators with a means of studying the philosophical, humanistic and civil aspects of equal opportunity for handicapped people in recreation. This effort would complement similar efforts by people who are handicapped in non-recreation related areas such as architectural barriers, benefits, education, employment, hospital and medical matters, housing, insurance, transportation, vocational rehabilitation and legal representation.

The statement that follows this article provides the basis for study or discussion of the recreation rights of individuals who are handicapped.

Why a Concern with Human Rights

There are a number of reasons for being concerned about the human and civil right to recreation for people who are handicapped. First, the effort is aimed at defining prerogatives in society. For people who are handicapped, this defining of prerogatives serves to delineate equal opportunity. This activity in turn defines the roles and functions of consumers, of advocates and of professional personnel and public agencies. Second, over the last 20 years there has been an overt effort within the United States to provide assurances of equal opportunity for people who because of racial or ethnic background or who because of sex have been denied equal opportunity. Most notably, these assurances have been provided through Title VI relative to racial and ethnic minorities and through Title IX for women. More recently Section 504 of the Rehabilitation Act has sought to define the rights of people who are handicapped. In particular, Section 504 is regarded as the 'Civil Rights Act for the Handicapped'. Unquestionably, the right of handicapped to recreational opportunity, to recreation service to facilities and to recreational employment and the services to make opportunity, access and employment possible, are an important dimension of the assurances anticipated through Section 504. Thus, those consumers, advocates and professionals who are concerned with the assurance of the human right to recreational opportunity and participation must be concerned with the civil processes necessary to achieve equal opportunity.

While the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped and the National Institute have provided some leadership in the area of human and civil rights of people who are handicapped to equal opportunity in recreation, there is by no means any definitive statement of the human right to recreational opportunity nor is there any specific knowledge or insight into the civil procedures needed to assure the exercise of the civil right to equal opportunity in recreation. The following statement and information is designed to contribute to the growing interest in this area of activity.

Human and Civil Rights

The idea of "a right" presumes that individuals are "entitled" to do, to behave, to perform or to receive something. One might say that a right entitles a person to certain "prerogatives". Broadly considered, "human rights" may be construed as those philosophical or ethical values that are adopted by a community, a nation, or a society. Statements of or on human rights are deductive setting forth guidelines, defining relationships and behavior and declaring the dignity and privileges to which individuals are entitled. However, issues in human rights may be classified as being philosophical and not legal. "Civil rights" by contrast are an active facet of the laws and regulations of a political unit or units, local, state, national or international. By way of illustration, we may presume or believe that voting is a inalienable universal human right. However, individuals may be denied their human right to vote unless there is a civil right to vote within the community's law and regulatory enactment and unless there is recourse to a judicial system when one's civil right is denied.

First, when it comes to community recreation for people who are handicapped there are definite problems between providers and receivers of services in communication, terminology and philosophy. This was clear in the special meeting conducted September 9, 1976 in Washington, D.C. by the National Institute and the U.S. President's Committee on Employment of the Handicapped. (See "Report on the First Seminar on Recreation and the Handicapped Consumer" by Paul Hippolitus.)

Second, it appears that most consumer spokespersons are more aware of and thus more concerned about issues such as employment, housing, architectural barriers and transportation than they are about issues having to do with recreational opportunity, participation and services.

Third, while we now have a clearer idea of a handicapped person's right to education (P.L. 94-142) we have limited awareness of handicapped people's right to participate in park, recreational, cultural and leisure activities. While we can gain consensus among consumers, advocates or professionals on the human right to participate we do not have a clear idea of what precisely a person is entitled to relative to leisure activities.

The implications of the foregoing discussion are that while the right to parks, recreation, cultural and leisure activities may be broadly accepted, unless this human right is a functioning part of the laws and regulations of the land, then there is no actual guarantee to parks, recreation, cultural and leisure activities, for minorities, for women or for handicapped.

Operationally, we are aware that handicapped do not have proportionate representation in the recreation pursuits of the American society. The fact that the park facility, recreation center or museum presents architectural restrictions, service and resource limitations and/or attitudinal barriers to participation and employment by handicapped denies the individual his or her human rights. Further, as the laws of the land are enacted by the legislators and interpreted by the courts, it is a fact that this denial is in violation of people's civil rights.

What we have experienced is unequal or preferential treatment of individuals based on social advantage, racial advantage, economic advantage, sex advantage, physical advantage and/or mental advantage. In effect there have been a large number of preferential treatment recipients. These preferential treatment recipients' situations should be compared with the unequal prejudicial treatment recipients situations experienced by handicapped people.

The major areas of living where unequal opportunity is discerned are political expression (voting), education, employment and housing. The effects of unequal opportunity impact on every phase of living, i.e., nutrition, health care, disease, injury, etc. and recreation.

In considering recreation and the rights of disabled citizens, there are three major legislative enactments that bear study:

1. Title VI of the Civil Rights Act of 1964.
2. Title IX of the Education Amendments of 1972.
3. Section 504 of the Vocational Rehabilitation Act of 1973. (Executive Order 11914, signed by President Ford, April 28, 1976 and Federal Register, May 17, 1976, pp. 20246-20380.

As the first two laws cited above seek to assure the civil rights of racial minority group members and women, Section 504 seeks to assure the civil rights of people who are handicapped.

Regarding Title VI and Title IX relatively little attention has been directed to the recreation implications of these laws. However, we can build on some previous experience as we study the recreation implications of Section 504.

Accepting the fact of unequal treatment and opportunity, when efforts are undertaken to make opportunity equal or more equal for the handicapped person in recreation the first step to be taken is to examine the delivery system in attempting to discern key points where policies and practices can be effected which will result in equal opportunity for handicapped people. The following areas lend themselves to consideration.

Facilities	- Lack of accessibility - Lack of provision of special accomodating features, e.g. lowered drinking fountains, hand rails in toilets, etc.
Equipment	- Lack of adaptation of equipment. - Failure to provide special equipment.
Services	- Failure to provide administrative, program, and leader personnel. - Failure to provide coordination, program development, etc.

	- Failure to provide professional assessment, counseling, etc.
Scheduling	- Preference given to preferential treatment recipients.
Transportation	- Failure to make existing transportation accessible. - Failure to provide special transportation.
Recruitment	- "Recruitment" limited to preferential treatment recipients versus activities such as "handicapped child find", "handicapped recruitment," etc.
Scholarships	- In school and school related programs, preferential treatment given to able bodied, no scholarships offered to handicapped, no handicapped teams, etc.
Selection of Activities	- Selection oriented to preferential treatment recipients. No consideration of activities oriented to special needs or interests of handicapped. Activities limited in variety, range of levels of performance and frequency.
Instructional Opportunity	- Failure to provide special leisure education, special skills instruction (for adaptation and modification), etc.
Levels of Performance	- Failure to allow for differing levels of performance of an activity, sport, etc. Thus rejecting individuals who fail to meet single standard.
Non-Segregated Participation	- Programming when provided oriented essentially to segregated programs and services, e.g. "Handicapped Dancers meets Thursday afternoon".
Media Coverage	- Failure to provide information for and about programs, services, etc. for handicapped citizens.
Non-Competence Based Restrictions on Participation	- Failure to relate to actual skills and competencies needed in accepting participants; rejecting participants simply because of disability or some assumed medical or health or safety restriction.

Non-Competence Based Restrictions on Employment

- Rejecting applicants simply because they are blind or have other disabilities.
- Failure to hire based on skills, training and experience in relation to the job to be performed.
- Failure to employ handicapped based on presumed prejudice of co-workers, or the public, or the participants.

We may ask, based on the foregoing, what constitues equal opportunity for the handicapped individual in terms of:

The Arts
- Fine Arts
- Crafts
- Dance
- Drama
- Music

Recreation and Parks
- Social Recreation
- Sports
- Outdoor Recreation

Leisure
- Entertainment
- Hobbies
- Mental and Literary Activities
- Tourism
- Voluntary Service

It must be recognized that people who are handicapped are inclined to develop a lifestyle which circumvents the mainstream of American life. The many processes operating to exclude the handicapped results in a seperatist lifestyle on the part of individuals who are handicapped as well as families who have handicapped members. Simply announcing a new program or service will not break down a lifetime of seperatism.

The ultimate goal for participation by people who are handicapped is that opportunity be provided to the extent that people who are handicapped will live a normal life, that the statistical norms for or of participation will approximate those of the non-handicapped population.

Opportunity will necessarily be created through special services which make participation possible and feasible. Individuals who are handicapped given the opportunity will exercise their free will and natural selection of pursuits will take place. It follows that numerical programs, facilities and services provided by both public and private leisure serving agencies will experience statistically proportionate representation of people who are handicapped. Obviously, it may be assumed that public agencies will, until 1990 or 2,000 receive a higher proportion of handicapped participants than private agencies because of: 1. Their fundamental public responsiblity to provide special services as needed; and, 2. The actual civil laws and regulations that exist.

In community recreation for handicapped people we have arrived at a point half-way between pursuing humanistic goals and exercising legal rights. We are providing as much functional aid and assistance as we can based on our humanistic goals; but, neither the handicapped consumer nor the advocate nor the professional recreation worker has a clear understanding as to what a handicapped person's legal right to the "pursuit of happiness" really means.

Thus, the preparation of a "Charter of the Recreation Rights and Responsibilities of Handicapped People" is intended to initiate discussion, study and, in the future, action to enhance handicapped people's human right and civil right to full equal participation in the mainstream of the nation's recreational life.

Recreation Rights and Responsibilities of Handicapped People

Each American child, youth or adult, regardless of handicapping condition, has the right and responsibility to participate during leisure in recreation activities chosen for the inherent satisfactions derived.

When the handicapping condition causes prejudice, barriers or deficits that result in the inability or failure to exercise the right to achieve equal opportunity on a par with non-handicapped peers, the individual is entitled to services that will create equal opportunity and normative participation.

Community services related to recreation to which the handicapped individual is entitled include the following.

- Administrative and program services designed to provide opportunity for equitable recreation participation.
- Administrative and program services designed to provide normative participation or recreation participation in the least restrictive environment.
- Professional services including therapeutic recreation service leisure assessment, leisure counseling and leisure education.
- For homebound or residentially restricted, services to provide recreation opportunity, therapeutic-recreation service and community recreation affiliation.

- Equal opportunity for employment in leisure service occupations.
- Equal opportunity of access to all public, private and commercial recreation, park, cultural and leisure areas, facilities and resources.
- Equal opportunity for access to public transportation for the purpose of participating in recreation activity as is enjoyed by the non-handicapped public.
- Equal opportunity for insurance protection when participating in recreation activity as provided to the non-handicapped general public.
- Equal opportunity to partake in recreation activities provided by or through the schools, the arts, parks and natural resources as afforded to the non-handicapped public.
- Equal opportunity for individual handicapped consumer recourse to legal assistance as in other areas such as employment or housing when recreational opportunity or employment is denied in recreation.

Institutional services related to recreation to which the ill or handicapped individual is entitled include the following.

- Guarantee of the individual's basic right to free choice in recreation for diversion and to the provision of therapeutic recreation service as part of the rehabilitation, treatment or education plan.
- Services designed to provide recreational placement upon return to the community.

The individual who is handicapped is responsible for the following.

- Directing his or her recreational activities toward achieving aesthetic, creative, emotional, fitness, intellectual, physical and social benefits.
- Performing consumer and advocate roles and functions in recreation and leisure.
- Cooperating with professional services and personnel.

Agencies and personnel providing recreation service to individuals who are handicapped are responsible for the following.

- Representation of recreation needs or interests of handicapped individuals on policy-making and advisory bodies.

- Providing for review of administrative goals, standards and evaluation of service delivery by recreation for handicapped consumer and advocates.

As the recreation and leisure lifestyle of the nation evolves and increases, handicapped Americans have the right to services which offset the disadvantage imposed by disability toward the general goal of participation at parity with the non-handicapped.

Debate Questions on the Handicapped Person's Right to Recreation

Question

Is the person who is handicapped denied any fundamental human right in recreation?

Comment

Question

Doesn't everyone have the right to come to the recreation center or park and participate or not participate?

Does the public park and recreation department at the local or state level have any responsibility beyond simply accepting people regardless of race, socio-economic background and so on?

Comment

Is making special provisions for handicapped a kind of reverse discrimination?

Comment

Question

Are people who are handicapped (blind people, people in wheelchairs, formally mentally ill people, people who are mentally retarded) denied equal opportunity for recreation service employment?

Comment

Really, it doesn't make sense to start training handicapped when there are about 25,000 full time students and about 5,000 currently employed but ready-to-move workers for about 1,000 jobs a year and these 30,000 students and professionals are all fully capable and desirous of filling our recreation jobs.

Study Questions on the Handicapped Person's Right to Recreation

1. Are handicapped included in our agencies or institution's affirmative action activities?
2. Is there an annual improvement in the number of accessible recreation buildings and facilities in our community?
3. What proportion of the total number of handicapped in our community are known participants in our program?
4. To what extent are handicapped being mainstreamed into our regular programs?
5. How many full time staff are willing to work with handicapped and how many actually work with handicapped?

Acknowledgements

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(1) Paul Hippolitus, Recorder. Minutes of the *First Seminar on the Cultural Rights of the Handicapped*, Held at the Offices of the U.S. President's Committee on Employment of the Handicapped in Cooperation with the National Institute on New Models of Community Recreation for Handicapped, Washington, D.C., January 18, 1977.

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- Universal Declaration of Human Rights.
- International Covenant on Human Rights.
- Declaration on the Rights of the Child.
- Declaration on the Rights of Mentally Retarded Persons.

"The handicapped person is an individual with full human rights which he shares in common with the able-bodied. He is therefore entitled to receive from his country every possible measure of protection and assistance and to be given the opportunity for rehabilitation.

...

"5. Within the limits of his abilities the handicapped person should be encouraged and aided to develop those vocational and avocational pursuits for which he is best qualified and from which he will receive the most satisfaction.

...

"7. The community, recognizing the right of the handicapped person to achieve an independent and normal life, should assist his integration into the community through employment and inclusion in activity programs of clubs, churches, schools and recreation agencies."

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Resource Agencies

American Civil Liberties Union
3000 Connecticut Avenue, Northwest
Washington, D.C. 20008
(202)483-3830

American Coalition of Citizens with Disabilities, Inc.
Room 308, 1346 Connecticut Avenue, Northwest
Washington, D.C. 20036

Center for Law and the Deaf
7th Street and Florida Avenue, Northwest
Washington, D.C. 20002
(202)447-0445(6)

Equal Standards Administration Office of
Federal Contract Compliance Program
Third and Constitution Avenue, Northwest
Washington, D.C. 20210

National Center for Law and the Handicapped
1235 North Eddy Street
South Bend, Indiana 46617

Office for Civil Rights
U.S. Department of Health, Education and Welfare
Washington, D.C. 20201

Southern Poverty Law Center
1001 South Hall Street
Montgomery, Alabama 36101

U.S. Executive Office of Consumer Affairs
330 Independence Avenue, Southwest
Washington, D.C. 20003
(202)245-6158

X.

Ten Year Goals for Community or Special Recreation for People Who Are Handicapped, 1980 to 1990

The recreation dimension of the quality of life of 25,000,000 handicapped Americans is of lower quality, person for person, than that of the non-handicapped person. At best, the quality of recreation experience is simply lower. At worst, the recreation dimension of the quality of life for literally millions of handicapped Americans can be called deplorable.

Over the last 10 or 20 or 30 years relatively little has been attempted to improve the recreation dimension of the quality of life of people who are handicapped. Conversely, since World War II significant gains have been made in the medical, vocational and educational dimensions of the quality of life of handicapped individuals - children, youth, adults. We can be quite sure that nothing will be very different 10 years from now unless we set goals to achieve what we know is desirable and appropriate and work very hard to achieve those goals. If we work very hard we may achieve 10 per cent of what we set out to achieve. This 10 per cent will be a 100 per cent gain over what would have been achieved over the next 10 years without the goal setting and hard work.

The Faculty and Advisers were polled for recommendations for 10 year goals for community recreation for handicapped. The following list of goals was prepared based on their individual responses, on research that had been conducted, on a review of the literature and a general assessment of major needs.

Readers and trainers are encouraged to assign local, state and national priorities to these goals and to suggest "actionable" means of achieving goals.

1) Accessability

Access to all recreation, park, arts and cultural and leisure areas and facilities through the elimination of architectural barriers. ("All" meaning all public areas and facilities - local, state and Federal agencies.)

2) Accountability

Formal procedures to provide agency, program and activity accountability to the general public, to handicapped consumers and to recreation for handicapped advocacy groups on recreation for handicapped programs and services in relation to needs, rights and desires.

3) Acceptance

Active promotion of the recreation and park profession of acceptance, integration and employment of handicapped and participation by the profession in programs such as the U.S. President's Committee on Employment of the Handicapped and Governors' Committee on Employment of the Handicapped.

4) Advocacy

The operation of advocacy for recreation for handicapped programs at the national level and in each state through existing professional organizations, through ad hoc or formal coalitions of organizations or through new ad hoc or formal organizations.

Professional advocacy for recreation for handicapped by state and national recreation and park associations on an organized, comprehensive, ongoing basis.

5) Assessment of Recreation and Leisure Functioning

A) Assessment of leisure functioning forms the basis of individualized recreation program planning, leisure education, skills instruction, placement and evaluation and replanning rather than "finding a program that a child or adult can fit into or making them accept a given program."

B) Assessment of recreation and leisure functioning and needs universally available as part of the rehabilitation, treatment or education programs for handicapped individuals; assessment provided by recreation departments, rehabilitation services, schools or social agencies.

6) Children and Youth

Direct cooperation and coordination, contracting, sharing of facilities, professional certification/registration reciprosity, etc. between recreation departments and schools in serving the nation's 8,000,000 plus handicapped school-age children and youth, pre-school age through 21 years old.

7) Clarification of Purpose, Terminology and Benefits

The substantiation and harmonization of purpose, terminology or nomenclature and claimed benefits eliminating contradiction within the recreation and park profession, resolving confusion and conflicts among the helping professions about various therapies and therapeutic benefits and overcoming rejection or resistance by handicapped individuals.

8) Consumerism

Direct representation and participation of handicapped consumers and consumer groups in all recreation and park as well as public arts, cultural and leisure service policy-making, program planning and evaluation of programs and services.

9) Cooperation

An established pattern of cooperation in the delivery of recreation for handicapped programs and services with other primary public community services, agencies and institutions including arts, commercial, community, education, health, private, rehabilitation and welfare agencies and in turn on recreation for handicapped programs and services including information on statewide resources and services.

10) Coordination

All local communities provide for coordination among and between public, private and commerical agencies and organizations through the formation of ad hoc or formal committees and organizations that coordiante the development and delivery of recreation services for the community's entire handicapped population.

11) Federal Support and Funding

Acceptance by the Federal Government of its basic responsibility for meeting the needs of handicapped in the social and recreational realm as well as the medical, vocational and education realms and the provision by the Federal Governments of funds for local direct services including personnel, facilities, equipment, supplies and transportation as well as the provision of social and technical leadership through research, training, technical assistance and information.

12) Homebound

Provision on a continuing basis of services that meet basic recreation needs of people of all ages who are homebound.

13) Independent Living

Recreational and leisure dimensions of independent living for handicapped assured through public agency assistance, special transportation, etc.

14) Knowledge

A) Insight and knowledge will exist about the ameliorative effect on handicapped individuals of participation in terms of the function of the leader/teacher, the size and type of the group, the type of setting and type and difficulty of the activity and this knowledge may be applied in individual assessment and program planning.

B) The body of knowledge will include knowledge on the administration and organization of community recreation for handicapped related to size of community, resources available and characteristics (age, sex, disability, severity of disability, geographical distribution and socio-economic status) of participants.

15) Legal Districts for Recreation for Handicapped

Passage of state legislation authorizing the formation of legal taxing district for the purpose of creating special recreation for handicapped funds districts and services.

16) Lifetime Recreational Assistance

Operation of a lifelong plan or system of public and private agency response to the recreation, play and leisure needs of handicapped individuals, in particular striving to meet gaps such as preschool, vacation periods during school years, the period immediately following completion of secondary school, non-work time for individuals employed in sheltered workshops, etc.

17) Mainstreaming and Normalization

Recognizing the various degrees of ability to function independently in recreation, people who are handicapped are placed or their placement is upgraded through special instruction with the aim of participation in regular programs and services with non-handicapped toward the goal of the individual living as normal a life as possible and that continuing efforts be made to move handicapped participants from dependence to independence in recreation, i.e. to improve function.

18) Minority Groups

Services are rendered to handicapped who also are members of minority groups such as American Indians, Blacks, Chicanos, and women providing mainstreamed or normal recreation and leisure opportunity.

19) Personnel

Creation of national guidelines and annual reporting on practices in salaries, wages and benefits received by personnel providing recreation services to people who are handicapped.

20) Professional Prejudice

The acceptance by professionals in recreation and parks of people who are disabled as a reality of life and acceptance by each individual worker of the responsibility to serve people who are handicapped just as one would serve members of one's own family who were or are ill, disabled or handicapped, learning of special measure or techniques, etc., versus rejecting such individuals by relegating them to institutions or dealing with them through medical intermediaries.

21) Professional Recreation Organizations

Direct continuing response by professional recreation and park organizations at the state and national levels to the evolving recreation and leisure needs of handicapped living in the community.

22) Professional Training Materials

Availability of competency-based training syllabi, texts, manuals and audio-visual aids on the delivery of community recreation programs and services for handicapped.

23) Recreation Assessment Instruments

Availability of standardized measurements and guidelines for non-standardized methods for use by community recreation personnel in assessment of recreational skills, of leisure management and functioning, of recreation aptitudes, of recreation interest and of recreation desires.

24) Recreation and Leisure Education

A) Universal availability of leisure education for handicapped children and youth through the regular curriculum, for adult disabled through continuing education and for both children and adults by park and recreation departments through their skills instruction classes.

B) Elements within standard leisure education classes or curricula or Special Leisure Education classes and curricula that instruct handicapped in special philosophies, special methods and techniques, special consumer and advocacy approaches, etc., providing the skills to deal with the unique problems, needs and challenges confronted by people who are handicapped.

25) Recreation and Leisure Counseling

The universal availability based on need of recreation and leisure counseling for handicapped people.

26) Post-Institutionalization Resettlement of Handicapped

Special community recreation and leisure resettlement and placement services as part of the general resettlement effort for individuals coming to the community after living in a state institution, such as state hospitals and state schools for blind, chronically ill, deaf, deaf-blind, mentally ill, mentally retarded, physical rehabiliation, etc.

27) Rights for Handicapped to Recreation Opportunity

A) Universal recognition of the human right of the person who is handicapped to achieve personal fulfillment at the highest level possible and to exercise free choice in the selection of recreation and leisure alternatives.

B) Exercise of the civil equal right to recreation opportunity by all people who are handicapped, in particular in relation to elimination of architectural and transportation barriers, to employment in recreation service occupation and to the provision of programs and services which afford equal opportunity for participation.

28) Rural Areas

Coordinated services provided to handicapped living in rural areas making mainstreamed or normal recreation and leisure opportunity available.

29) Severely Handicapped

Recognition by the public, by the helping professions, by legislators and by public programs such as special education and vocational rehabilitation that lifetime social, recreation and leisure fulfillment goals are co-equal with employment goals or more appropriate for many people who are severely handicapped than are employment goals.

30) Special Recreation Facility

Recognition of the basic need for and the availability throughout the nation of special recreation facilities such as the San Francisco Recreation Center for the Handicapped, the Washington, D.C. Recreation for the Handicapped and the Mountwood, West Virginia, Special Outdoor Recreation Park for the Handicapped which serve severely handicapped, homebound and handicapped in transition to regular programs.

31) Standards of Practice

Nationally recognized "Community Recreation for Handicapped People Standards for Practice" including competency based personnel standards providing for in-service training, registration levels and procedures for upgrading of registration-levels and job classification.

32) State Service

A) In each state the primary department of conservation (natural resources, etc.) provides a professionally staffed service devoted exclusively to meeting the needs, desires and rights of the state's handicapped; the number of professional would vary from one (1) in the least populous states to five (5) or more in the most populous states.

B) In order to meet the distinct recreation needs of handicapped people the following state services employ one or more professional full-time staff to provide program development consultation, in-service training, assistance in preparing and applying for Federal and state funds, technical information, research, advocacy and coordination.

a. State Service on Aging
b. State Service for Special Education (handicapped children)
c. State Cooperative Extension Service (handicapped in rural areas)
d. State Vocational Education (careers for handicapped in leisure service occupations)
e. State Vocational Rehabilitation Service (adult disabled rehabilitation clients and adult disabled not eligible for vocational rehabilitation services)
f. State Social Services
g. State Institutions for Mentally Ill
h. State Institutions for Mentally Retarded
i. State Correction Institutions

33) Tax Support

Broad use of special local taxes to provide for recreation services and facilities for handicapped people as part of or similar to special taxes for education or other services for handicapped based on the recognized special needs and costs involved thus providing local tax support to reduce Federal funding of continuing direct recreation services for handicapped.

34) Training: In-Service

A) All full-time professionals in public recreation and park service (local, state and Federal) should receive in-service training to cover architectural and transportation barriers elimination, attitudes toward atypical, contact with individuals having specific handicaps, employment of handicapped in recreation, medical restrictions, orientation to disease and disability, program planning and management, safety, sensitivity, etc.

B) All full time personnel should have in-service training in recreation for handicapped each year as part of the agency's or department's regular in-service training program.

35) Training: Pre-Service

A) Every recreation curriculum (A.A., B.A. or B.S., M.A. or M.S., post masters and doctoral) should provide competency-based instruction in

B) Community recreation service for handicapped pre-service preparation should be recognized as distinct from preparation for service in institutions; and, should be infused into the preparation of all personnel in recreation and parks service.

36) Transportation

Recognizing the economic limitation to leasing, owning and/or operating private transportation and the limitations of each accessible public transportation low cost and/or free special public transportation is provided for handicapped to participate in recreation, cultural, park and leisure opportunities.

37) Unserved and Underserved

Identification and outreach services designed to find and serve the handicapped person whose recreation and leisure needs are unserved or underserved.

38) Urban Areas

Services reach handicapped in urban areas, particularly handicapped who also are members of racial minorities and are poor, providing mainstreamed or normal recreation and leisure opportunity.

Priority Setting In Your Recreation Group for Ten Year Goals - "Recreation for People Who Are Handicapped - 1990"

Readers and trainers are encouraged to assign priorities to pursuing these goals at the local, state and national level. The following instrument relates to the previous statement, point by point.

	This Goal Should Be Assigned the Following Priority (I=High Priority) (II=Mid-Level Priority) (III=Low Priority)			Notes on Means of Achieving This Goal
	In My Community	In My State	Nationally	
1. Accessibility				
2. Accountability				
3. Acceptance				
4. A. Advocacy				
B. Advocacy				
5. A. Assessment				
B. Assessment				
6. Children and Youth				
7. Clarification				
8. Consumerism				
9. Cooperation				
10. Coordination				
11. Federal				
12. Homebound				
13. Independent Living				

	This Goal Should Be Assigned the Following Priority (I=High Priority) (II=Mid-Level Priority) (III=Low Priority)			Notes on Means of Achieving This Goal
	In My Community	In My State	Nationally	
14. A. Knowledge				
14. B. Knowledge				
15. Legal Districts				
16. Lifetime Recreation				
17. Mainstreaming				
18. Minority				
19. Personnel				
20. Professional Prej.				
21. Professional Rec.				
22. Professional Train.				
23. Recreation Assess.				
24. A. Recreation and Lei.				
24. B. Recreation and Lei.				
25. Recreation and Leisure Counseling				
26. Post Institutional.				
27. A. Rights				
27. B. Rights				
28. Rural Areas				

	This Goal Should Be Assigned the Following Priority (I=High Priority) (II=Mid-Level Priority) (III=Low Priority)			Notes on Means of Achieving This Goal
	In My Community	In My State	Nationally	
29. Severely Handicapped				
30. Special Rec. Facility				
31. Standards of Practice				
32. A. State Service				
32. B. State Service				
33. Tax Support				
34. A. Training: In-Serv.				
35. B. Training: In-Serv.				
36. Transportation				
37. Unserved and Underserv.				
38. Urban Areas				

Part III

National Survey of Community Based Recreation and Leisure Programs and Services for Handicapped

by John A. Nesbitt with assistance by Steven W. Leclair

This survey was designed as one element in a general plan for research, observation and data collection. The survey was designed to provide a profile of current activity in a representative cross section of local recreation and park departments.

I wish to express my appreciation to two stalwarts in the development of community recreation for handicapped: Mr. Harold Russell, chairman of the U.S. President's Committee on Employment of the Handicapped and Mr. Sid Lutzin, acting director of the National Recreation and Park Association. Their endorsement of the survey was an important assistance.

The survey information reported here and the article, "A Brief Review of Findings of the National Survey of Community Based Recreation and Leisure Programs and Services for Handicapped" are intended to be supplementary to the other parts of this monograph. For example, the philosophy and rationale of community recreation for handicapped of 18 model programs is covered fully in another part of the monograph but philosophy and rationale was purposely excluded from the survey questionnaire and, of course, is not discussed in this part of the monograph.

The areas selected to be covered in this survey of local recreation programs and services were those that were most appropriate for exchange between programs and services, that is, the survey provides information answering questions that local workers would ask on a one-to-one basis.

Further, it is anticipated that the information reported here will be of basic assistance to local departments seeking to start, expand or improve their programs and services. Again, the information reported here is intended to be supplementary.

I wish to acknowledge work on this survey by four assistants. First, I wish to thank Dr. Charles S. Dougherty for his initial work in the development of the general plan for the survey. Second, Mr. Randy Vessell managed the printing, mailing and follow up on the return of the survey. He also tabulated data and reported his observations to the Faculty of National Institute when they convened at the National Conference.

Third, Mr. Steve Leclair conducted the tabulation of responses and assisted in the professional analysis of the data. Finally, I wish to thank Ms. Brenda Samuelson for her contributions to the graphic presentations.

I wish to take this opportunity to acknowledge the assistance of the following individuals who have conducted research on community recreation for handicapped and in turn provided advice or information for the planning of this survey.

- Ms. Janna S. Bybokas
- Mrs. Katherine Andres-Ebbert
- Dr. Doris L. Berryman
- Dr. Donald E. Hawkins
- Dr. Gene A. Hayes
- Dr. Donald D. Henkel
- Dr. Annette Logan
- Ms. Ruth Marson
- Mrs. Helen Jo Mitchell Hillman
- Dr. Martha Peters
- Dr. Morton Thompson
- Mr. Richard Strucke

In particular, I wish to express appreciation to Ms. Ruth Marson who provided extensive technical assistance and cooperation.

We wish to thank the 61 programs and services in 30 states that responded to program survey.

States Represented in Responses

The following states were represented in the survey.

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Delaware
- Florida
- Georgia
- Hawaii
- Illinois
- Iowa
- Kansas
- Louisiana
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- New York
- New Jersey
- North Carolina
- South Carolina
- Oregon
- South Dakota
- Tennesee
- Texas
- Utah
- Virginia
- Washington
- West Virginia

The population densities represented in the 61 responding agencies were as follows.

Local Service Area Population Ranges	Number of Respondents
1,000,001 +	3
500,000-1,000,000,000	3
250,001-500,000	6
100,001-250,000	9
50,001-100,000	14

Local Service Area Population Ranges	Number of Respondents
25,001-50,000	14
10,001-25,000	8
5,001-10,000	4
	61

The total number of handicapped served in the 61 responding communities was 31,306. Based on the total populations in these 61 communities it may be estimated that the departments of parks and recreation in these communities are serving 3 per cent of the 10 per cent of the population that is handicapped. This service to 3 per cent of the 10 per cent of the population that is handicapped represents service to .3 per cent of the total populations in these communities.

National Survey Respondents

A Million and over
Los Angeles, California
Chicago, Illinois
Detroit, Michigan

500,001 to 1,000,000
Honolulu, Hawaii
Kansas City, Kansas
Seattle, Washington

250,001 to 500,000
Tucson, Arizona
Long Beach, California
Sacramento, California
Miami, Florida
Rochester, New York
Austin, Texas

100,001 to 500,000
Mesa, Arizona
Fresno, California
Glendale, California
Sunnyvale, California
Orlando, Florida
Des Moines, Iowa
Warren, Michigan
Duluth, Minnesota
Springfield, Missouri

50,001 to 100,000
Tuscaloosa, Alabama
North Little Rock, Arkansas
Buena Park, California
Burbank, California
Wilmington, Delaware
Waukegan, Illinois
Council Bluffs, Iowa
Dubuque, Iowa
Westland, Michigan

50,001 to 100,000 (continued)
Rochester, Minnesota
Edison, New Jersey
Mt. Vernon, New York
Durham, North Carolina
Roanoke, Virginia

25,001 to 50,000
Monterey, California
Santa Maria, California
Carpentersville, Illinois
Danville, Illinois
Lawrence, Kansas
Beverly, Maine
Wyandotte, Michigan
Edina, Minnesota
St. Cloud, Minnesota
Livingston, New Jersey
Aberdine, South Dakota
Oakridge, Tennesee
Danville, Virginia
Morgantown, West Virginia

10,001 to 25,000
Camarillo, California
Chico, California
Davis, California
Paradise, California
Carrollton, Georgia
Bastrop, Louisiana
Mosspoint, Mississippi
Klamath Falls, Oregon
Waterboro, South Carolina

3,000 to 10,000
Taft, California
Wailuku, Hawaii
Shakopee, Minnesota

States Represented in Responses

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maine, Michigan, Mississippi, New York, New Jersey, Oregon, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington and West Virginia.

TABLE I. Number of Handicapped Served

This Table reports the number of handicapped individuals currently served by the respondents.

n = 61 Agencies Reporting

	0-2 Infant	2-4 Pre-School	6-12 Elementary	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62+ Retirement	Total Number Served (1)	% of Total (2)
Aged with Impairments								579	1,420	1,999	6.4
Blind and Visually Handicapped		3	147	51	67	155	346	236	188	1,721	5.5
Deaf and Hard of Hearing		32	334	250	134	76	87	361	227	2,263	7.2
Drug Problems			25	77	653	63	40	28		906	2.9
Learning Disabilities		14	449	203	193	113	49	211	6	1,328	4.2
Mental Illness			156	50	97	263	407	312	246	2,011	6.5
Mental Retardation		122	1,131	2,041	1,863	2,027	2,701	1,628	125	11,638	37.2
Physically Handicapped		42	574	348	315	625	1,298	1,200	1,208	7,586	24.2
Speech Impairments		18	449	218	152	178	225	67	57	1,520	4.8
Social Offenders			6	78	78	63	16	10		334	1.1
										↓ 31,306	(1)
Total Served by Age (1)		231	3,271	3,316	3,552	3,563	5,199	4,632	3,477	→ 27,241	(1)
Per Cent Served by Age (3)		1	12	12.2	13	13	19	17	12.8	100%	100%

(1) The column "Total Number of People Served" reports the total number of handicapped served by 61 reporting agencies, a total of 31,306 people served. However, 12.9 per cent of the total of 31,306 was not reported by age. Thus, the total reported by age grouping is 27,241, or 12.9 per cent lower than the total number served, 31,306. However, the age groups served are designated by the percentage of 27,241 and total 100%.

(2) This column reports the percentage of people served in each disease or disability grouping.

(3) This row reports the percentage of people served in each age group for the total of 27,241.

TABLE II. Programs Provided and Under Consideration Related to Handicapping Conditions (1)

n = 61 Agencies Reporting

Specific Programs	Number of Agencies Offering Program for Specific Groups	Percentage of 61 Agencies Offering Program	Number of Agencies Considering Programs for Specific Groups	Percentage of 61 Agencies Considering Program
Amputees	8	13.1	5	8.2
Autistic	5	8.2	3	4.9
Blind	13	21.3	5	8.2
Culturally Deprived	1	1.6	0	0
Cystic Fibrosis	2	3.3	3	4.9
Deaf	8	13.1	6	9.8
Deaf-Blind	5	8.2	5	8.2
Drug Abuse and Alcoholism	2	3.3	0	0
Emotionally Disturbed	5	8.2	0	0
Epileptic	12	19.7	3	4.9
Heart Related Impairment	7	11.5	5	8.2
Homebound (Home Care)	7	11.5	4	6.6
Mentally Retarded (Educable)	33	54.1	2	3.3
Mentally Retarded (Trainable)	32	52.5	4	6.6
Multiple-Severely Handicapped	15	24.6	4	6.6
Multiple Sclerosis	6	9.8	4	6.6
Muscular Dystrophy	8	13.1	6	9.8
Neurologically Impaired	8	13.1	4	6.6
Orthopedically Impaired	14	22.9	3	4.9
Paraplegics/Quadriplegic	8	13.1	7	11.5
Perceptual Impairment	9	14.8	3	4.9
Post Cancer	0	0	1	1.6
Respiratory Impairment	3	4.9	4	6.6
Speech and Communication Disorders	0	0	1	1.6
Spinal Bifida	4	6.6	4	6.6
Total	216		88	

(1) It should be understood by readers that services in larger communities provided special disease or disability oriented programs for a wider or nearly inclusive list of disease and disability groups; conversely, the smaller communities provided disease or disability oriented programs for fewer disease or disability groups.

TABLE III. Personnel Providing Recreation and Leisure Services to Handicapped

This Table reports the type and number of personnel utilized for delivery of recreation and leisure services to the handicapped. "FTE" means full time equivalent.

n = 61 Agencies Reporting

Type of Paid Personnel	Full-Time (Number)	Part-Time		Total FTE (Full Time Number + Part-Time FTE)	Percentage of Entire Work Force by Position
		(Number)	(FTE)		
Consultants	5.4	11	4.3	9.7	2.6
Administrators	13.4	18	4.56	17.96	4.9
Supervisors	35.7	46	19.45	55.15	15.1
Leaders	54.5	254.4	75.8	130.3	35.6
Aides	60.5	212	63.95	124.45	33.9
Drivers	4.5	7	3.5	8	2.3
Skill Instructors	20.5	2		20.50	5.6
		Total All Personnel Full and Part-Time F.T.E.		366.06	100 %

Type of Non-Paid Personnel	Full-Time (Number)	Part-Time		Total All Non-Paid Personnel, Full and Part-Time F.T.E.
		(Number)	(FTE)	
Volunteers	51.0	730	153.06	204.06
Students, Interns	3	27	5.25	8.25
		Total All Non-Paid Personnel, Full and Part-Time F.T.E.		212.31

TABLE IV. Program Funding

This Table reports the approximate amount and source of funding for leisure services to the handicapped.

Of 61 responding agencies, 52 were able to provide information on funds allocated specifically for programs for the handicapped. However, the information provided was not uniform in that some agencies reported budgets that did not include all funds used for a given program for the handicapped. For example, some agencies did not report the funds for personnel; other agencies did not reflect costs for facilities. However, the reader is able to gain an awareness of the diversity of sources of funds from this table.

Column A:	The number of agencies out of 52 that receive funds from the source indicated.
Column B:	The percentage of agencies out of 52 that receive funds from the source indicated.
Column C:	The total of funds for programs for handicapped reported by the responding agencies by source of funds.
Column D:	The percentage of funds for programs for handicapped reported by the responding agencies in the particular categories.

Readers will note that the total of state funds used for programs for handicapped is $185,507 or 11.3% of all funds reported. The total of Federal funds is $474,158 or 28.9%. Taken together the total of state and Federal funds is $659,665 or 40.2%. This amount may be contrasted with the total of municipal funds which is $814,725.60 or 49.9% or the total of municipal funds plus local school plus city agencies plus county and special district which is $919,475.60 or 57.2%. However, readers should not draw specific conclusions about the proportion of local versus state and Federal funding because, as cited above, many local funding reports did not report the allocations for personnel or facilities. What is evident, however, is that state and Federal funds for recreation for handicapped are being used by local agencies. In the main, the larger cities are the ones making use of state and Federal funding opportunities. Please see the explanation that follows.

TABLE IV. Program Funding, continued

Explanation of State, Federal and Special Funding

City	Source of Funds	Amount $	Type of Population Served
Klamath Falls, Oregon	Revenue Sharing	1,500	
Miami, Florida		31,000	general
Detroit, Michigan		12,458	
Rochester, Minnesota	CETA	11,000	
Los Angeles, California		26,000	disadvantaged
Detroit, Michigan		8,500	
Morgantown, West Virginia	Work Study	unlimited	general
Glendale, California	Community Development Funds	31,000	handicapped
Walterboro, South Carolina	Title XX	9,724	
Durham, North Carolina		26,000	
Miami, Florida		85,000	
Detroit, Michigan		278,276	disadvantaged
Morgantown, West Virginia	Commission on MR	4,000	handicapped
Fresno, California	Department of Health, Development Disabilities	30,000	physically handicapped MR, Blind, Deaf, Mentally Ill
Danville, Virginia	Recreation Enrichment Program	30,932	TMR, EMR, MD, CP, Epilepsy
Carrolton, Georgia	Civic Organizations Donations	800	MR
Santa Maria, California	Kiwanis	200	General
Dubuque, Iowa	United Way	1,750	handicapped
Duluth, Minnesota		5,000	

TABLE IV. Program Funding, continued

n = 52 Agencies Reporting Full or Partial Budgets

1. The total budget/expenditures for the 52 Program for the handicapped during the current fiscal year........... $ 1,630,156.60

2. The major sources of funds which make up this budget are the following:

	A(n=)	B (%)	C ($ Amount)	D (%)
City parks and recreation funds	42	80.8	$814,725.60	49.9
Local school district funds	3	5.8	425.00	*
Other city agency/department funds	1	1.9	40,000.00	2.5
County sources of funds	7	13.5	64,325.00	3.8
Special district/region funds	4	7.7	7,060.00	1
State grants	6	11.5	185,507.00	11.3
Federal grants	7	13.5	383,700.00	23.4
Concessions	1	1.9	100.00	*
Fees and charges	16	30.8	28,246.00	1.6
Contributions, donations	12	23.1	15,610.00	1
Federal Revenue Sharing	3	5.8	44,958.00	2.7
C.E.T.A	3	5.8	45,500.00	2.8
Total			$1,630,156.60	100 %

* Less than .01%

TABLE V. Program and Activities

This Table reports the activities currently offered as well as those activities that agencies would consider offering within their program for the handicapped.

n = 61 Agencies Reporting

Activity	Currently Offer	Would Consider Offering	No Comment
Aquatics			
- Life Saving	2	23	36
- Swimming (Inst)	38	11	12
- Swimming (Free)	46	7	8
- Water Sports	19	20	22
- Water Safety	16	25	20
- Competition	3		
- Sailing	1		
Crafts			
- Floral Crafts	20	19	22
- Leather Crafts	22	21	18
- Mechanical Crafts	6	22	33
- Metal Crafts	11	23	27
- Paper Crafts	38	13	10
- Wood Crafts	31	18	12
- Handicrafts	47	12	2
- Ceramics	4		
- Native Weaving	1		
Cultural/Ethnic			
- Festival	23	21	17
- Exhibits/ Demonstrations	21	20	20
- Carnival	2		
Arts-Graphics			
- Art Appreciation	10	27	24
- Art exhibit-shows	24	25	12
- Drawing	34	17	10
- Painting	34	18	9
- Photography	6	30	25
- Sculpture	9	26	25

Activity	Currently Offer	Would Consider Offering	No Comment
Dance			
- Ballet	2	22	37
- Ethnic	8	23	30
- Folk	19	21	21
- Modern	14	20	27
- Record Dance	30	14	17
- Social	33	16	12
- Square	28	22	11
- Creative	1		
- Rythms	1		
Drama			
- Children's Theater	11	32	18
- Community Theater	10	20	31
- Creative Character	18	21	22
- Pageants	7	21	33
- Readings-Poetry/Prose	9	18	34
- Stage Craft	5	24	32
- Puppetry	29	22	10
- Radio/TV	1	25	35
- Talent Shows	20	16	25
- Mime	1		
Music			
- Choral Groups	12	32	17
- Instrumental Groups	6	34	21
- Music Appreciation	17	24	20
- Festivals	12	25	24
- Lessons	3	29	29
- Singing	33	19	9
- Talent Shows	19	26	16
- Records	1		

Activity	Currently Offer	Would Consider Offering	No Comment
Career Education			
- Community Based Recreation	23	13	25
- Leisure Entertainment and Enterprises	16	16	29
- Resource Based Recreation	10	16	35
- Tourism and Hospitality	12	12	37
- Agriculture	1		
Collecting and Hobbies			
- Collecting	12	26	23
- Hobbies	17	25	20
Educational Activities			
- Budget/Monetary Skills	10	14	37
- Communication Skills	24	13	24
- Cooking Skills	29	18	14
- Grooming/Hygiene	31	16	14
- Leisure Education	23	16	22
- Sex Education	3	17	41
- Shopping Skills	20	14	27
- Time Skills	15	16	30
- Travel Skills	18	15	28
Entertainment			
- Radio	11	15	35
- TV	8	16	37
- Theater	25	13	23
- Sporting Events	32	14	15
- Zoo Trips	1		
Fitness			
- Exercise Program	38	16	7
- Weight Program	13	30	18
- Jogging/Walking	13	25	23
- Mobility Training	22	17	22
- Gymnastics	22	19	20
- Games	1		

Activity	Currently Offer	Would Consider Offering	No Comment
Games			
- Card games	40	13	8
- Board games	42	10	9
- Puzzles	39	7	15
- Non competitive	1		
Mental/Literary			
- Discussion groups	[illegible]	10	32
- Creative writing	[illegible]	18	37
- Reading	[illegible]9	13	39
- Correspondence	5	16	40
Outdoor Recreation			
- Boating	14	15	32
- Camping	28	16	17
- Fishing	24	21	16
- Gardening	19	27	15
- Horticulture	13	24	24
- Hiking/Backpacking	18	22	21
- Hunting	0	9	52
- Mountain Climbing	3	15	43
- Outdoor Education	22	18	21
- X Country Ski	1		
- Biking	1		
Social/Organization			
- Church Groups	4	12	45
- Clubs	21	11	29
- Consumer Groups	2	11	48
- Special Interest Groups	13	13	35
- Fraternal Organ.	6	11	44
- Parties	40	9	12
- Picnics	39	10	12
- Political Groups	1	5	55
- Volunteer Groups	22	12	27
- Boy Scouts	2	11	
- Girl Scouts	1		
Special Events			
- Birthdays	36	8	17
- Fairs	29	14	18
- Holiday Ceremonies	36	9	16
- Field Trips	1		

Activity	Currently Offer	Would Consider Offering	No Comment
Sports, Individual-Competitor			
- Bowling	35	10	16
- Golf	10	22	29
- Horseshoes	26	18	17
- Pocket Billiards	21	23	17
- Table Tennis	33	18	10
- Tennis	18	25	18
- Track & Field	30	16	15
- Wrestling	5	23	33
Sports, Individual Non-Competitive			
- Archery	17	19	25
- Bicycling	14	26	21
- Horseback Riding	12	21	28
- Ice Skating	4	26	31
- Rifelry	10	15	36
- Roller Skating	15	21	25
- Winter Sports	18	25	18
Sports, Team-Competitive			
- Baseball	24	15	22
- Basketball	21	22	18
- Football	10	16	35
- Field Hockey	10	15	36
- Soccer	21	18	22
- Softball	26	18	17
- Volleyball	26	14	21
Tourism and Travel			
- Outings	30	9	22
- Hosteling	6	8	47
- Out-of-state Travel	6	15	40
- International Travel	10	14	37
- Special Olympics	27	19	15
Voluntary Service			
- Leisure Leader Activities	22	14	25
- Community Activities	18	15	28
- Teacher/Tutor	17	12	32

TABLE VI. Interagency Coordination by Agency Type

This Table reports coordination and cooperation in programs for the handicapped with voluntary health agencies, social agencies, etc. by reporting local park and recreation departments.

n = 61 Agencies Reporting

0 - Omit
1 - No coordination utilized
2 - Informal agreement - infrequent coordination
3 - Informal agreement - frequent coordination
4 - Formal written agreement

Agencies Involved	% Responding "0"	% Responding "1"	% Responding "2"	% Responding "3"	% Responding "4"
Local Voluntary Health Agencies for:					
• Arthritis	47%	39%	10%	2%	2%
• Blind	40	20	28	10	2
• Cancer	46	49	3	0	2
• Cerebral Palsy	43	28	13	13	3
• Cystic Fibrosis	47	43	8	0	2
• Epilepsy	48	34	13	5	0
• Facially Disfigured	53	44	3	0	0
• Heart	50	38	7	5	0
• Mentally Ill	35	21	13	28	3
• Mentally Retarded	26	15	13	36	10
• Mentally Dystrophy	44	34	13	7	2
• Physically Handicapped	35	21	16	20	8
General Social/Rehabilitation Services					
• Sheltered Workshops	43	21	13	18	5
• United Fund	48	33	16	3	0
Public Social/Rehabilitation Services					
• Crippled Children	57	26	7	8	2
• Education Agency (local)	35	21	7	30	7
• Education Agency (state)	52	33	8	7	0
• Extended Care Facilities	37	28	13	15	7
• State Service Agencies	48	30	10	10	2
• Aging	44	25	5	18	8
• Corrections	47	37	7	7	2
• Mental Illness	36	30	11	18	5
• Mental Retardation	30	15	15	25	15
• Vocational Rehabilitation	28	31	31	10	0
• Welfare	54	33	10	3	0
Medical/Rehabilitation					
• Community Hospital	52	30	7	8	3
• General Medical Facility	54	31	5	7	3
• Rehabilitation Centers	48	30	8	7	8
• Veterans Administration Hospital	57%	33%	3%	5%	2%

TABLE VII. Interagency Coordination by Focus

This Table reports cooperation and coordination by local park and recreation department in terms of the focus or content of the cooperation and coordination.

n = 61 Agencies Reporting

Type of Coordination	Agencies Utilizing Service	% of All Agencies
Clients/Participants	41	67.2%
Consultation	36	59.0%
Contracted Programs	23	37.7%
Equipment	36	59.0%
Facilities	40	65.6%
Monetary/Fund Support	27	44.3%
Program Leadership	33	54.1%
Public Information	35	57.4%
Staff/Personnel	32	52.5%
Training	27	44.3%
Transportation	33	54.1%

TABLE VIII. Identified Program Deterrents

This Table reports problem areas in the development and delivery of community programming efforts in recretion and leisure service to the handicapped.

n = 61 Agencies Reporting

Special Problem Areas in Providing Leisure Services to Handicapped	Number Yes	%	Number No	%	Number Omit	%
Architectural Barriers	29	47.5	26	42.6	6	9.9
Community Attitudinal Barriers	24	39.3	32	52.5	5	8.2
Employment of Handicapped in Recreation & Leisure Services	17	27.9	36	59	8	13.1
Inadequate Funding	37	60.6	20	32.8	4	6.6
Insurance for Staff and Participants/Volunteers etc.	6	9.8	49	80.3	6	9.9
Locating or finding Handicapped	28	45.9	30	49.2	3	4.9
Staff Attitudinal Barriers	8	13.1	47	77	6	9.9
Training of Staff to Serve Handicapped	15	24.5	42	68.8	4	6.6
Transportation for Handicapped	40	65.6	15	24.5	6	9.9

TABLE IX. Magnitude of Program Deterrents

This Table reports the magnitude to offering this program development of the following barriers.

n = 61 Reporting Agencies

Barriers	Number	%	Number	%	Number	%	Number	%
Barrier - lack of funds	7	11.5	28	46	22	36	4	6.5
Barrier - lack of trained staff	21	34.5	25	41	11	18	4	6.5
Barrier - lack of facilities	20	33	21	34.5	16	26	4	6.5
Barrier - lack of equipment	17	28	30	49	10	16	4	6.5
Barrier - lack of program material	26	43	27	44	4	6.5	4	6.5
Barrier - obtaining insurance	42	69	8	13	4	6.5	7	11.5
Barrier - attitudinal change	25	41	27	44	6	7	3	5
Barrier - lack of transportation	7	11.5	16	26	34	55	4	6.5
Barrier - client find	19	31	23	37	14	23	5	8

A Brief Interpretation of the Survey

by John A. Nesbitt and Steven W. Leclair

Number of Handicapped Served (see Table I and II)

The total population of the 61 communities that responded is 14,000,000. The total number of handicapped served was 31,306. It may be presumed that 10 per cent of the total population of 10,000,000 have disabling conditions, a total of 1,000,000. Thus, it may be estimated that 3 per cent of the handicapped population are receiving recreation services through the respective local recreation and park departments.

Local departments of parks and recreation (DPR's) are serving handicapped ranging in age primarily from age six through post-retirement. However, some service is rendered to pre-school age handicapped children. Thirty-eight per cent of the people served are in the age group six years through nineteen. Adults, age 20 through 62, compose 49 per cent of those served.

The percentages of 31,306 people served by the 61 reporting DPR's by disabling condition are as follows:

Mental Retardation	37.2%
Physically Handicapped	24.2%
Deaf and Hard of Hearing	7.2%
Mental Illness	6.5%
Aged with Impairment	6.4%
Blind and Visually Handicapped	5.5%
Speech Impairments	4.8%
Learning Disability	4.2%
Drug Problems	2.9%
Social Offenders	1.1%
	100.0%

In addition to rendering service to the above cited primary areas of identification it is noteworthy that DPR's are also providing recreation services and programs to people with a wide range of disabling conditions such as amputation, epilepsy, heart related impairments, neurologically impaired and perceptually impaired.

Personnel Serving Handicapped (see Table III)

The information in Table III on personnel providing service should be considered in light of a recent survey by the National Recreation and Park Association.

The National Recreation and Park Association 1977 employment survey reported 10 major findings and seven primary implications. The finding and implications relating to handicapped were as follows.

Findings and Conclusions

#5. Only 2.1% of all personnel have primary responsibility in service to the handicapped. (1)

Implications

#5. Service to handicapped currently constitutes an insignificant function of public recreation and park personnel with only 2% so involved. This low percentage may reflect the fact that the movement toward reintegrating the handicapped back into the community is a relatively recent occurrence. It may also reflect the attitudes of many public recreation and park administrators, who feel they are not equipped to deal with such populations. (2)

It should be noted that the NRPA survey retreived information only on full time personnel, not full time equivalency. The aim was to avoid confusion.

It is noteworthy that of the 1,862 municipal, county, special district and state agencies responding, 302 or 16.2 percent employ one or more people in service to handicapped. Out of those agencies, with a workforce of 43,013, some 910 or 2.1 per cent are employed with primary responsibility for service to handicapped, according to the report. (3)

The report states that "Special Districts appear to lead the way, with state parks completely avoiding the employment of such personnel (service to handicapped personnel)." (4)

Of the nation's 50 state park systems, 25 responded to the employment survey conducted by the National Recreation and Park Association. Within those 25 park systems, 4,613 personnel were employed. Within the 25 state park systems and the 4,613 state park service personnel there was one (1) person reported as working full time on recreation service for handicapped.

Based on the Models Project survey findings the pattern of employments shows that larger communities with larger programs employ the preponderance of full time supervisors and leaders; the smaller communities and programs employ part-time personnel or supervisors and leaders devote less than full time to services for handicapped. In any size community, however, it may be presumed that the volunteers and both part-time leaders and aides provide the majority of service rendered.

Program Funding (see Table IV)

It is reflected in the survey and descriptive comments made by practitioners that the lack of funds for recreation programs for handicapped is a major barrier to program initiation, improvement and expansion. While examples do exist of the ability to obtain Federal and Federal-state support for local programs, these resources have been used only by a limited number of programs and this use is limited primarily to larger programs in larger communities.

However, the survey shows clearly that local public tax support provides the primary means of funding programs. Among the responding agencies, practically no use has been made of contributions and donations.

The reports on funding show that communities make use of multiple sources of funding, i.e., city and county or city and school, etc. However, multiple use occurs more frequently in the larger programs.

Program and Activity (see Table V)

The 61 local communities that provided information on their recreation for handicapped programs exhibit a wide range of activities in which handicapped participate. The data suggests that the activities parallel the general population.

Amputees ski, blind play golf and paint, paraplegics fly aircraft. When planning programs and activities for handicapped, planners might start with the premise that the interests and participation pattern of 1,000 people who are handicapped will approximate 1,000 people who are not handicapped, age, sex and so on being similar. The handicapped population will have its high-risk seekers and its sun-worshipers and its malcontents, just like any other population.

If there is a skewing of interest or participation by people who are handicapped into one activity or another, it will probably be based on external limitations that are imposed upon the person. It is fallacious that a person with a particular handicap will prefer a particular activity, for instance, crafts. Generally, crafts are available so that is the activity in which people participate.

Readers should note that educational activities offered by one-third of the agencies include social and functional skills such as grooming, cooking, travel, etc.

Interagency Coordination (see Table VI and VII)

The reports received indicate that interagency coordination, as practiced by departments, is largely of an informal character. However, one-fourth of the agencies do provide frequent coordination on an informal basis and this coordination is carried on with a wide range of agencies.

Over half of the responding agencies are involved in a wide range of areas of coordination, i.e. re consultation, re facilities, re programs, etc.

Program Deterents (see Table VIII)

The most frequent deterents to program development, in rank order, were as follows.

1. Transportation for Handicapped
2. Inadequate Funding
3. Architectural Barriers
4. Locating or Finding the Handicapped
5. Community Attitudinal Barriers
6. Employment of Handicapped in Recreation and Leisure Services
7. Training of Staff to Serve the Handicapped
8. Staff Attitudinal Barriers
9. Insurance for Staff, Participants and Volunteers, etc.

No. 9, "Insurance" is an initial problem or concern with departments when they initiate their program for handicapped individuals. Insurance is generally not a problem once an understanding of public liability has been established.

(1) Donald D. Henkel, Geoffrey C. Godbey, Charles A. Taylor and Christine C. Badger. Parks, Recreation, and Leisure Services Employment in the Public Sector: Status and Trends. Arlington, Virginia: National Recreation and Park Association, 1977, page 2.

(2) Ibid., p. 5.

(3) Ibid., pp. 66-67.

(4) Ibid., p. 67.

Part IV

Recreation and Park Departments That Have Provided Pioneer Opportunity Recreation for Disabled Programs and Services

Based on previous surveys conducted nationally and reports, the following departments of parks and recreation are acknowledged as having provided pioneering community recreation and park programs or services for people who are disabled.

Compiled by Mr. Steve Leclair

Alabama

Anniston
Florence
Huntsville
Mobile
Montgomery
Sylacauga
Tuscaloosa

Arizona

Mesa
Phoenix
Tuscon

California

Alhambra
Anaheim
Bakersfield
Barstow
Berkeley
Buena Park
Burbank
Camarillo
Chico
Crescent City
Culver City
Davis
Fontana
Fresno
Glendale
Hayward
Lakewood
Livermore
Long Beach
Los Altos
Los Angeles

(Calif., cont.)

Los Gatos
Mission Viejo
Modesto
Monrovia
Monterey
Mount Shasta
Newark
Norwalk
Oxnard
Palm Springs
Paradise
Pasadena
Pleasant Hill
Pomona
Port Hueneme
Redding
Redwood City
Richmond
Sacramento
Salinas
San Carlos
San Diego
San Francisco
San Jose
San Mateo
San Rafael
Santa Ana
Santa Barbara
Santa Cruz
Santa Maria
Santa Monica
Santa Rosa
South San Francisco
Sunnyvale
Taft
Thousand Oaks
Torrance

(Calif., cont.)

Twentynine Palms
Ukiah
Vandenburg

Colorado

Arvada
Boulder
Denver
Grand Junction
Lakewood
Loveland
Sterling

Connecticut

Bristol
Danbury
Darien
East Hartford
Farmington
Manchester
Middletown
New Haven
Rockford
Stamford
Watertown
West Hartford
Wethersfield

Delaware

Newark
Wilmington

District of Columbia

Florida

Fort Lauderdale
Hollywood
Jacksonville
Largo
Miami
Orlando
St. Petersburg
Tallahassee
Tampa
Titusville
Vero Beach

Georgia

Atlanta
Carrollton
Douglas
Dublin
Monroe
Savannah
Statesboro
Valdosta

Hawaii

Honolulu
Wailuku

Idaho

Burley
Lewiston
Pocatello
Arlington Heights

Illinois

Arlington Heights
Aurora
Carpentersville
Champaign
Chicago
Danville
Decauter

(Ill., cont.)

Des Plaines
Elmhurst
Glencoe
Glenview
Granite City
Highland Park
Moline
Morton Grove
Oak Park
Park Forest
Pekin
Peoria
Rockford
Rock Island
Springfield
Waukegan
Wheeling

Indiana

Bloomington
Columbus
Evansville
Fort Wayne
Hammond
Indianapolis
Jeffersonville
La Porte
South Bend
Valparaiso
Whiting

Iowa

Ames
Bettendorf
Cedar Falls
Cedar Rapids
Council Bluffs
Davenport
Des Moines
Dubuque
Indianola
Iowa City
Mason City
Onawa
Pella

Kansas

Chanute
Dodge City
Emporia
Hutchinson
Kansas City
Lawrence
Manhattan
Pittsburg
Salina
Topeka

Kentucky

Bowling Green
Glasgow
Louisville

Louisiana

Abbeville
Bastrop
Baton Rouge
Hammond
Jefferson Heights
Lafayette
New Iberia
New Orleans
Thibodaux

Maine

Brunswick
Fast Millinocket
Portland

Maryland

Baltimore
Riverdale

Massachusetts

Arlington
Beverly
Boston
Brockton
Chestnut Hill
Chicopee
Danvers
Dartmouth
Fitchburg
Lexington
Marlborough
Milton
Natick
Needham
Newton
North Andover
Norwood
Orleans
Pittsfield
Quincy
Somerville
Springfield
Wellesley
West Springfield
Weymouth
Whitinsville
Worcester

Michigan

Allen Park
Ann Arbor
Battle Creek
Bay City
Birmingham
Dearborn
Detroit
Drayton Plains
East Detroit
Femdale
Grand Rapids
Hazel Park
Highland Park
Hillsdale
Inkster
Lansing
Livonia

(Mich., cont.)

Manistee
Marquette
Monominee
Mount Clemens
Plymouth
Port Huron
Roseville
Saginaw
Warren
Wayne
Westland
Wyandotte
Ypsilanti

Minnesota

Austin
Babbitt
Bloomington
Brooklyn Center
Duluth
Edina
Ely
Hibbing
International Falls
Mankato
Minneapolis
Moorhead
Owatonna
Richfield
Rochester
St. Cloud
St. Louis Park
St. Paul
Sauk Rapids
Shakopee
Virginia

Mississippi

Canton
Greenwood
Meridian
Moss Point

Missouri

Excelsior Springs
Joplin
Kansas City
Mexico
Neosho
North Kansas City
St. Louis
Springfield
University City

Montana

Anaconda
Butte
Great Falls

Nebraska

Lincoln
Omaha

Nevada

Henderson
Las Vegas
North Las Vegas
Sparks

New Hampshire

Berlin
Keene

New Jersey

Bayonne
Clifton
Edison Twp.
Florhand Park
Ervington
Jersey City
Livingston Twp.
Maywoood
Metuchen
Montclair
Newark
Paterson

(N.J., cont.)

Plainfield
Teanech Twp.
Trenton
Union Twp.
Verona

New Mexico

Albuguerque
Farmington
Roswell
Santa Fe

New York

Angola
Albany
Bay Shore
Buffalo
Cedarhurst
Colden
Dunkirk
East Meadow
Freeport
Garden City
Geneva
Gloversville
Harrison Town
Hastings-on-Hudson
Hewlett
Ithaca
Jamestown
Long Beach
Malvene
Mount Vernon
New Cassel
New York
Oceanside
Olean
Peekskill
Rochester
Rome
Scarsdale
Tonawanda
Utica
Watertown
Waverly
Webster

(N.Y., cont.)

Wellsville
White Plains
Woodbury
Younkers
West Seneka

North Carolina

Concord
Durham
Fayetteville
Greensboro
High Point
New Bern
Raleigh
Salisbury
Wilmington
Winston-Salem

North Dakota

Bismarck
Fargo

Ohio

Akron
Canton
Cincinnati
Cleveland
Columbus
Evendale
Dayton
Elyria
Fostoria
Lakewood
Norwood
Springfield
Toledo
Youngstown
Zanesville

Oklahoma

Muskogee
Norman
Oklahoma City
Tulsa

Oregon

Albany
Grants Pass
Klamath Falls
Medford
Portland
Salem
Springfield

Pennsylvania

Abington
Allentown
Carlisle
Chambersburg
Chester
Coatesville
Ephrata
Devon
Greensburg
Indiana
Johnstown
Monroeville
Morrisville
New Castle
Philadelphia
Pittsburg
Reading
State College
Williamsport
York

Rhode Island

East Providence
Providence

South Carolina

Aiken
Columbia
Greenville
Mullins
Rock Hill
Walterboro

144

South Dakota

Aberdeen
Rapid City

Tennessee

Chattanooga
Knoxville
Memphis
Nashville
Oak Ridge

Texas

Abilene
Austin
Corpus Christi
Dallas
El Paso
Fort Worth
Garland
Houston
Lubbock
Orange
San Antonio
Texas City
Tyler
Waco
Wichita Falls

Utah

Murray
Ogden
Price
Salt Lake City

Vermont

Rutland

Virginia

Alexandria
Arlington
Charlottesville
Danville
Falls Church
Fredericksburg
Hopewell

(S.D., cont.)

Norfolk
Portsmouth
Radford
Richmond
Roanoke
Vinton
Virginia Beach

Washington

Edmonds
Everett
Olympia
Renton
Seattle
Spokane
Tacoma
Vancouver
Walla Walla
Yakima

West Virginia

Charleston
Morgantown
Parkersburg

Wisconsin

Algoma
Appleton
Berlin
Fon Du Lack
Green Bay
Payllup
Janesville
La Crosse
Madison
Manitowoc
Marinette
Menasha
Milwaukee
Neenah
Oshkosh
Sheboygan
Stevens Point
Superior
Wauwatosa

Wyoming

Laramie

APPENDICES

Appendix A

Composite Listing and Directory of National Institute Faculty, Advisors, Liaison and Resource Personnel

NATIONAL FACULTY

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Ms. Sue Flood
Mr. Max Forman
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Mr. William A. Hillman
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Ms. Yvonne A. Washington
Ms. Elaine Yeiser

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Mr. Bob Caggy
Mr. S. J. Capestro
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Mrs. Pat Condon
Mrs. Doris C. Curtis
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Mr. Dana Dimock
Mr. Dan Dyer
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Ms. Karen B. Fulton
Mr. Don C. Gannon
Mr. Ron Gould
Mr. Peter Guzzo
Dr. Bruce Harrison
Ms. Shirley Haynes

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Ms. Patti Kortkamp
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Mr. Jerry Lee
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Ms. Jo Ann Marsh
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Ms. Evelyne Villines, Director of Community Development, Lutheran Hospital, Des Moines, Iowa

Appendix B

Resource Persons for the Development of Guidelines for Administration of Community Recreation for Handicapped

The following participants in the National Conference were selected to provide input and advice on various dimensions of the administration of community recreation for handicapped.

The assignments, based on background, were as follows.

Content Area	Assigned to (Resource Person)	Outcome, Results Desired
Philosophy	Mr. Kelley Ms. Barney Ms. Swisher	1. Character 2. Alternatives
Attitudes/Issues	Dr. Peterson Mr. Kelley	1. Attitude Change Techniques, ex., AB Survey 2. Guidelines/Alternatives
Consumerism	Mr. Butler Mr. Park Mr. Rhodes	1. Specific Models 2. Guidelines/Alternatives
Advocacy	Mr. Forman Mr. Szymanski Dr. Evans Ms. Sygall	1. Specific Models, ex. Private Assoc. 2. Guidelines/Alternatives 3. Resources
Clients	Dr. Overs Mrs. Ivory	1. Guidelines/Alternatives 2. Techniques for Handi-Find 3. Techniques for Involvment
Program Development	Mr. Studstill Dr. Overs Mr. DeLotto	1. Guidelines/Alternatives 2. Methods in Program Development 3. Resources
Program Funding	Mrs. Pomeroy Mr. Forman Mr. MacNeil	1. Guidelines/Alternatives 2. Methods 3. Resources
Organization	Mr. Cogley Dr. Labanowich	1. Guidelines/Alternatives for Internal and External Organization (ex. charts, similar materials)
Inter-Agency Cooperation/Coordination	Mr. Hitzhusen Mrs. Ackner Kasson Ms. Vaughan	1. Guidelines/Alternatives 2. Model Agreements, examples, etc.
Management Methods	Ms. Maddy Dr. Shivers	1. Guidelines/Alternatives 2. Principles 3. Resources

Management by Objective	Mr. Rieks Mr. Hitzhusen Mr. Vessel	1. Guidelines/Alternatives 2. Principles of MBO rel tive to Evaluation and Research
Delivery System (Network)	Dr. Nesbitt Dr. Gunn	1. Guidelines/Alternatives 2. Rationale for "Network" (centralized services and facilities where needed; decentralized services, facilities where possible; and integration).
Personnel	Dr. Gunn Mr. Butler Mr. Vessel	1. Guidelines/Alternatives on Training, Registration, and Salaries 2. Job Descriptions re Different Levels and Salaries 3. Roles and Functions of Volunteers 4. Resources
In-Service Training	Dr. Jordan Mrs. Kasson Ackner Dr. Teaff	1. Guidelines/Alternatives 2. Training Materials re different levels including Volunteers 3. On-going Training Guides and Syllabi
Employment of Handicapped	Mr. Hippolitus Dr. Evans Dr. Nesbitt	1. Guidelines/Alternatives 2. Current Practice 3. Resources such as Policy Statements, etc.
Program Supervision	Dr. Teaff Ms. Ellis	1. Guidelines/Alternatives 2. Specific Procedures/Techniques 3. Resources
Program Evaluation	Dr. Shivers Mr. Szymanski Ms. Andres Ebbert	1. Guidelines/Alternatives 2. Instruments
Program Innovation	Mr. Park Mrs. Sternfeld Ms. Ellis	1. Guidelines/Alternatives 2. Program Resources 3. Program Materials
Areas and Facilities	Dr. Seymour Dr. Tague Mr. Dennis	1. Guidelines/Alternatives 2. Elimination of Architectural Barriers 3. Information and Technical Resources

Equipment and Apparatus	Dr. Labanowich Dr. Seymour Mr. Dennis	1. Guidelines/Alternatives 2. Principles of Adaptation 3. Information and Technical Resources
Transportation	Mr. Zucker Mr. MacNeil	1. Guidelines/Alternatives 2. Information and Technical Resources 3. Status of Legal Requirements for Accessibility
Insurance	Mr. Hippolitus Mr. Zucker Mr. Studstill	1. Guidelines/Alternatives 2. Information and Technical Resources
Information Service	Dr. Tague Ms. Boulos Mr. MacNeil	1. Guidelines/Alternatives 2. Specific Methods and Technical Assistance
State-Local Plan and Cooperation	Ms. Vaughan Mrs. Sternfeld Mrs. Pomeroy	1. Guidelines/Alternatives 2. Sample "State-Local" Plan for Cooperation and Coordination
Professional and Technical Resources	Mr. Hillman Mr. Jordan Mr. Cogley	1. Guidelines/Alternatives 2. Information and Personnel Resources

Work Groups

Participants were assigned to Work Groups which met eight (8) times during the Institute.

At each of the eight successive work group sessions the work groups reacted to instruments, questionnaires and so on relative to the following subjects:

1. Guidelines
2. Charter
3. 10 year Goals
4. Coordination Planning
5. Guidelines (2nd time)
6. Delivery Systems
7. Training Resource Guide
8. Regional and State Training Plan

The composition of each Work Group was planned to provide for representation of a range of approaches, backgrounds, etc.

I. Values Oriented

Coordinator: Mr. Forman (Advocacy)
Recorder: Dr. Peterson (Attitudes/Issues)
Members: Mr. Kelley (Philosophy)
Mr. Butler (Consumerism)
Mr. Rhodes
Ms. Barney
Ms. Swisher
Ms. Sygall

II. Program Oriented

Coordinator: Mr. Studstill (Program Development
Recorder: Dr. Teaff (Program Supervision)
Members: Mrs. Pomeroy (Program Funding)
Dr. Shivers (Program Evaluation)
Ms. Pradon
Ms. Ellis
Mr. Szymanski
Mrs. Andres Ebbert

III. Organization Community Oriented

Coordinator: Ms. Vaughan (State/Local Plan)
Recorder: Mr. Cogley (Organization)
Members: Mr. Hitzhusen (Inter-Agency)
Mr. DeLotto
Mrs. Sternfeld
Mr. Vessell

IV. Staffing Oriented

Coordinator: Dr. Gunn (Personnel)
Recorder: Mr. Hippolitus (Employment of Handicapped)
Members: Dr. Jordan (In-Service Training)
Ms. Maddy (Management Methods)
Dr. Evans
Mrs. Kasson Ackner
Ms. Dowell

V. Special Considerations Oriented

Coordinator: Dr. Tague (Information Services)
Recorder: Dr. Labanowich (Equipment and Apparatus)
Dr. Seymour (Areas and Facilities)
Mr. Zucker (Transportation)
Mr. Dennis
Ms. Boulos
Mr. MacNeil
Dr. Gerstenberg

VI. Methods Oriented

Coordinator: Mr. Rieks (Management by Objectives)
Recorder: Mr. Park (Program Innovation)
Members: Mr. Hillman (Professional and Technical Resources)
Dr. Nesbitt
Mrs. Ivory
Mrs. Mihalovich

Task Force Groups

Four critical issues were identified. Special Task Force Groups wwere established to study and make recommendations on:

1. White House Conference, P.L. 94-142
2. Research and Demonstration
3. Evaluation
4. Leisure Assessment and Planning

The following were assigned to these Task Forces.

Task Force on White House Conference, P.L. 94-142 and Rehabilitation Act

Mission: A. Re the White House Conference on Handicapped -
    1. Reviewed Recreation Aims and Objectives
    2. Reviewed Status of Activities by Recreation
    3. Described Possible Actions by National and State Organizations
    4. Set Forth Recommended Plan of Action
B. Re P.L. 94-142 and the Rehabilitation Act of 1973
    1. Status and Action
    2. Leisure Assessment and Plan
    3. Action Plans

Coordinator: Dr. Gunn
Recorder: Mr. Forman
Members: Mr. Rieks
Mr. Hitzhusen
Mr. Hippolitus
Mr. Butler
Mr. Park
Ms. Vaughan
Ms. Maddy
Dr. Nesbitt

Task Force on Research and Demonstration

Mission: Re Community Recreation for Handicapped
1. Stated Unmet Needs, Objectives
2. Proposed Designs for Research
3. Proposed Sites and Personnel
    a. From Institute Faculty
    b. Local Selected Sites and Programs

Coordinator: Dr. Tague
Recorder: Mr. Cogley
Members: Dr. Seymour
Ms. Ellis
Mr. Hillman
Mrs. Andres Ebbert
Ms. Swisher
Mr. Vessell
Ms. Sygall
Mrs. Mihalovich

Task Force on Evaluation

Mission: Reviewed Procedures and Instruments for Evaluation of:
A. Participant Gain
  1. Affective
  2. Social
  3. Cognitive and Physical

Resource Paper: Ms. Cynthia Pradon

Coordinator: Dr. Shivers
Recorder: Dr. Labanowich
Members: Mr. Studstill
Dr. Jordan
Mr. Szymanski
Mrs. Kasson Ackner
Mrs. Ivory
Ms. Pradon

Task Force on Leisure Assessment and Plan

Mission: Evaluation of Summary of Leisure Assessment and Plan

Coordinator: Mr. Kelley
Recorder: Mr. Zucker
Members: Dr. Overs
Mrs. Pomeroy
Ms. Dowell
Dr. Teaff
Dr. Evans
Mrs. Sternfeld
Ms. Barney
Ms. Boulos
Mr. MacNeil

Planning Committees for Regional and State Training Institutes and Sessions

The Planning Committees reviewed:

1. All Dates and Sites - District and State Meetings
2. Dates and Places for Regional and State Training
3. Selected Regional Institute Planning Committees (with National Institute Faculty or Chairpersons, Co-Chairpersons, Coordinators, or Co-Coordinators, etc.)
4. Planned Sessions, Speakers, AV, etc.
5. Gave Written Instructions to Project Staff

North, Midwest, West Central Rural

Mr. Cogley
Dr. Gunn
Dr. Overs
Mr. Hitzhusen
Dr. Seymour
Mr. Rieks
Ms. Maddy
Ms. Sternfeld
Mr. Szymanski

West, Southwest, Northwest

Ms. Pomeroy
Dr. Tague
Dr. Teaff
Ms. Vaughan
Mrs. Andres Ebbert
Mr. Zucker
Ms. Sygall

South, Southeast

Dr. Labanowitz
Mr. Studstill
Mr. Forman
Mr. Meyer
Dr. Evans
Dr. Seymour

East, Northeast

Dr. Jordan
Dr. Shivers
Mr. Hippolitus
Mr. Zucker
Mrs. Ivory
Mrs. Kasson Ackner
Ms. Boulos
Ms. Barney

Urban

Mr. Park
Ms. Swisher
Mr. Butler
Mr. Hillman
Ms. Kelley
Ms. Ellis

Special Planning Goals

- Rural Institute (Mr. Seymour)
- Urban Institute (Mr. Park)
- Leisure Careers (Mr. Hippolitus)
- Commercial Recreation (Mr. Hippolitus)
- NRPA-NTRS (Ms. Vaughan)

Faculty-Coordinators Assigned to Regional and State Training Institutes and Sessions

Regional Training Institutes and Faculty

The breakdown of states within regions and the invited Faculty Members - Replication - Regional Institute Coordinators were as follows:

Region 1 (Northwest)

Mrs. Andres Ebbert
Alaska
Idaho
Montana
Oregon
Washington

Region 2 (West Central)

Mr. Cogley
Colorado
Kansas
Nebraska
Utah
Wyoming

Region 3 and 4 (Midwest - North and East)

Mr. Hitzhusen
Dr. Gunn
Dr. Peterson
Iowa
Minnesota
Missouri
North Dakota
South Dakota
Illinois
Indiana
Michigan
Ohio
Wisconsin

Region 5 (Northeast)

Dr. Shivers
Ms. Kasson Ackner
Connecticut
Maine
Massachusetts
New Jersey
New Hampshire
New York
Rhode Island
Vermont

Region 6 (East Central)

Dr. Compton
Mr. Park
Delaware
Maryland
Pennsylvania
Virginia

Region 7 and 8 (Southeast)

Mr. Meyer
Mr. Studstill
Dr. Labanowich
Mr. Max Foreman
North Carolina
South Carolina
West Virginia
Alabama
Florida
Georgia
Kentucky
Mississippi
Tennessee

Region 9 (South Central)

Dr. Teaff
Dr. Seymour
Arkansas
Louisiana
Oklahoma
Texas
New Mexico

Region 10 (Southwest)

Mrs. Pomeroy (N.)
Dr. Tague (S.)
Ms. Jackie Vaughan
Arizona
California
Nevada

Special Institutes and Faculty

1. National Institute on Recreation for Handicapped in Rural Areas
   Dr. Seymour
   Mr. Hitzhusen
   Mr. Szymanski

2. Regional Institute Recreation for Deaf-Blind Institute
   Mr. Jerry Jordan

3. National Study Group on Commercial Recreation and the Handicapped
   Mr. Paul Hippolitus

4. National Training Session on Community Recreation for Handicapped - N.R.P.A. - N.T.R.S.
   Mrs. Vaughan
   Mr. Park
   Mr. Forman

5. National Seminar on Consumerism and Recreation for Handicapped
   Mr. Paul Hippolitus

6. National Seminar of Human Rights and Recreation for Handicapped
   Mr. Hippolitus
   Dr. Fain
   Dr. Compton
   Mr. Park

Appendix C

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Paradise - Mr. Charles Stanton, Recreation Supervisor, Paradise Recreation and Park District, Paradise, California 95969 (916)877-6211

Sacramento - Mr. Ron Gould, Recreation Supervisor, Youth Services, Sacramento Park and Recreation Department, 3520 5th Avenue, Sacramento, California 95817 (916)452-5681

Santa Maria - Mr. Lynn Lewis, Recreation Supervisor, Recreation and Park Department, 110 E. Cook Street, Santa Maria, California 93454 (805)925-0951

Sunnyvale - Ms. Jo Ann Marsh, Supervisor, Sunnyvale Park and Recreation Department, P.O. Box 607, Sunnyvale, California 94088 (408)735-8340

Tatt - Mr. Michael L. Kelley, Director of Recreation, Westside Recreation and Park District, 300 Main Street, Taft, California 93268 (805)765-5553

DELAWARE

Wilmington - Mr. Dana Dimock, Recreation Specialist (Specialized Recreation), New Castle County Department of Recreation, 310 Kiamensi Road, Wilmington, Delaware 19804 (302) 571-7735

FLORIDA

Miami - Mr. Max Forman, Recreation Program Coordinator for Handicapped, City of Miami Department of Parks and Recreation, Programs for the Handicapped, P.O. Box 330708, 2600 Bayshore Drive, Miami, Florida 33133 (305)579-6900

Orlando - Mr. Ronald F. Barna, North Area Supervisor, Orlando Recreation Department, 649 W. Livingston Avenue, Orlando, Florida 32801 (305)849-2289

GEORGIA

Carrollton - Mr. Jim Hebert, Therapeutic Specialist, Carrollton Park and Recreation Department, P.O. Box 532, Carrollton, Georgia 30117 (404)832-7230

HAWAII

Honolulu - Ms. Deborah J. Merritt, Recreation Program Aide for the Handicapped, Honolulu Park and Recreation Department, McCoy Pavilion, 1201 Ala Moana Boulevard, Honolulu, Hawaii 96822 (808)524-1257

Wailuku - Ms. Eve M. Kinney, Recreation Assistant/Program for Handicapped, Parks and Recreation Department, High Street, Wailuku, Hawaii 96793 (808)244-7750

ILLINOIS

Carpentersville - Mr. Richard Bemm, Director of Parks and Recreation, Dundee Township Park District, 21 N. Washington Street, Carpentersville, Illinois 60110 (312)428-7131

Chicago - Mrs. Pat Condon, Supervisor of Special Recreation, Chicago Park District, 425 McFetridge Drive, Chicago, Illinois 60605 (312)294-2300

Danville - Mr. Carl Fleming, Recreation Director, Department of Planning and Development, 309 W. Vermilion St., Danville, Illinois 61832 (217)446-0803

Waukegan - Mr. Don Roberts, Assistant to Director, Waukegan Park District, P.O. Box 708, Waukegan, Illinois 60085 (312)662-0186

IOWA

Council Bluffs - Mr. Bob Caggy, Special Population Supervisor, Council Bluffs Park and Recreation Department, 209 Pearl, City Hall, Council Bluffs, Iowa 51501 (712)328-4650

IOWA (continued)

Des Moines - Ms. Christine Surbaugh, Recreation Supervisor, Des Moines Park and Recreation Department, Municipal Armory, E. 1st and D.M. Street, Des Moines, Iowa 50309 (515)283-4987

Dubuque - Mr. Gil Spence, Assistant Director of Recreation, Department of Recreation, Bunker Hill Road, Dubuque, Iowa 52001 (319)588-1478

KANSAS

Lawrence - Mr. John Ross, Superintendent of Recreation, Lawrence Park and Recreation Department, Box 708, Lawrence, Kansas 66044 (913)843-4600

LOUISIANA

Bastrop - Ms. Kay Musgrove, Handicap Instructor, City of Bastrop, Park and Recreation Department, P.O. Box 1094, Moeller Drive, Bastrop, Louisiana 71220 (318)218-0785

MASSACHUSETTS

Beverly - Ms. Shirley Haynes, Playground Supervisor, Park and Recreation Department, Park Street, Beverly, Massachusetts 01915 (617)927-0514

MICHIGAN

Detroit - Ms. Margaret A. Hossack, Coordinator-Specialized Service Unit, Detroit Recreation Department, 735 Randolph, Room 1707, Detroit, Michigan 48226 (313)224-1188

Warren - Ms. Paula DiForte, Program Supervisor, Warren Park and Recreation Department, 32601 Warkop, Warren, Michigan 48093 (313)268-8400

Westland - Mr. Michael P. Muchett, Supervisor of Therapeutic Recreation, Tri-City Recreation and Parks, 32715 Dorsey Road, Westland, Michigan 48185 (313)261-7030

Wyandotte - Ms. Kaye B. Davies, Adaptive Recreation Coordinator, Adaptive Recreation Program, 3131 Biddle Avenue, Wyandotte, Michigan 48192 (313)283-3800

MINNESOTA

Duluth - Ms. M. Suzanne Moyer, Associate Director of Recreation, Parks and Recreation Department, 208 City Hall, Duluth, Minnesota 55802 (218)723-3613

MINNESOTA (continued)

Edina - Ms. Marcia Mohr, Recreation Supervisor, Edina Park and Recreation Department, 4801 W. 50th, Edina, Minnesota 55424 (612)927-8861

Rochester - Ms. Connie Mayfield, Recreation Therapist, Rochester Park and Recreation Department, 403 E. Center Street, Rochester, Minnesota 55901 (507)288-6767

Shakopee - Mr. George E. Muenchow, Director of Parks and Recreation, Shakopee Recreation Building, 129 Levee Drive, Shakopee, Minnesota 55379 (612)445-2742

St. Cloud - Mr. James Pollock, Director of Recreation, Parkland Recreation Department, 111 4th Avenue South, St. Cloud, Minnesota 56301 (612)251-5541

MISSISSIPPI

Moss Point - Mr. John Welch, Superintendent, Recreation Department, P.O. Box 566, Moss Point, Mississippi 39563 (601)475-7887

MISSOURI

Kansas City - Ms. Patti Kortkamp, Director of Outdoor Education, Department of Parks and Recreation, 5600 E. Gregory-Swope Park, Kansas City, Missouri 64132 (816)36301722

Springfield - Mr. Dick Jones, Coordinator of Program for Handicapped, SPFD Park Board, 1923 N. Weller, Springfield, Missouri 65803 (417)869-2816

NEW JERSEY

Edison - Mr. S.J. Capestro, Director of Recreation, Parks, Buildings, Health and Welfare, Edison Recreation Department, 2965 Woodbridge Avenue, Edison, New Jersey 08817 (201)287-0900

Livingston - Ms. Christine P. Dauer, Recreation Supervisor, Livingston Department of Recreation and Parks, Memorial Drive, Livingston, New Jersey 07039 (201)992-2620

NEW YORK

Mt. Vernon - Mrs. Doris C. Curtis, Department of Community Recreation and Supervisor of Programs for the Handicapped, Mt. Vernon Recreation Department, City Hall, Mt. Vernon, New York 10550 (914)668-2200

NEW YORK (continued)

Rochester - Mr. Howard Oaks, Supervisor of Recreation, Monroe County Park Department, 375 Westfall Road, Rochester, New York 14620 (716)244-4640

NORTH CAROLINA

Durham - Mr. Edward J. Nicholas, Assistant Director of Programs, Department of Recreation, 220 Foster Street, Durham, North Carolina 27701 (919)688-8021

OREGON

Klamath Falls - Mr. Bill Schacht, Director, Parks, Recreation and Cemetary Department, 226 So. 5th Street, Klamath Falls, Oregon 97601 (503)884-3161

SOUTH CAROLINA

Walterboro - Ms. Susan Clark, Program Director/Special Programs, Walterboro-Colleton, County Recreation Committee, P.O. Box 173, Walterboro, South Carolina 29488 (803) 549-2729

SOUTH DAKOTA

Aberdeen - Mr. Don C. Gannon, Director of Parks and Recreation, Park and Recreation Department, P.O. Box 1534, Municipal Building, Aberdeen, South Dakota 57401 (605)225-4800

TENNESEE

Oak Ridge - Ms. Ronnie Powell, Playground Leader, Community Services, Recreation and Parks Department, P.O. Box 1, Oak Ridge, Tennesee 37830 (615)483-0522

TEXAS

Austin - Ms. Michal Anne Lord, Supervisor of Adapted Programs, Austin Park and Recreation Department, P.O. Box 1088, Austin, Texas 78767 (512)477-6511

VIRGINIA

Danville - Ms. Letitia G. McCune, Supervisor of Special Recreation, Danville Park and Recreation Department, P.O. Box 3300, Municipal Building, Danville, Virginia 24541 (804)799-5200

Roanoke - Mrs. Elsie Scott, Supervisor-Community Centers, Department of Parks and Recreation, 714 13th Street, S.W., Roanoke, Virginia 24016 (703)981-2236

WASHINGTON
Seattle - Mr. Peter J. Guzzo, Recreation Coordinator Seattle Department of Parks and Recreation, Special Population Division, 100 Dexter Avenue North, Seattle, Washington 98109 (206)625-2989

WEST VIRGINIA
Morgantown - Mr. Van F. Anderson, Superintendent of Parks Recreation, Department of Parks and Recreation, P.O. Box 590, Marilla Recreation Center, Morgantown, West Virginia 26505 (304)296-8356

Appendix D

Functions/Activities and Staff Responsible

The following primary and support functions/activities were performed by the staff indicated.

Primary Functions

1. Review literature of/on community programs - Mr. Richard M. MacNeil
2. Review research and demonstration on community programs - Mr. Randy Vessell
3. Conduct national survey of community recreation and park departments on the status of programs and services - Mr. Randy Vessell
4. Conduct field site case studies on programs - Dr. John A. Nesbitt and Staff
5. Identify, compile data and publish training guides on new or basic community recreation, park, cultural and leisure program/service models having potential for nationwide use - Mr. Gordon K. Howard, Mr. Richard M. MacNeil and Mr. Kenneth J. Zucker
6. Establish national, state and special advisory committees, groups - Dr. John A. Nesbitt and Mr. Richard M. MacNeil
7. Develop state plan for cooperation and development of programs and services - Dr. John A. Nesbitt
8. Publish a Project Newsletter - Dr. John A. Nesbitt
9. Conduct a National Training Conference - Mr. Gordon K. Howard and Mrs. Ellen Mihalovich
10. Publish information on innovative activities and new equipment for recreation for handicapped - Mr. Kenneth J. Zucker and Ms. Sue Flood
11. Publish training materials, including training guides, audio-visual materials, bibliographies, resource lists, etc. - Ms. Sue Flood, Ms. Cynthia Pradon, Mr. Steve Leclair and Mr. Kenneth Zucker
12. Conduct regional (multi-state) training institutes - Dr. John A. Nesbitt
13. Conduct research and demonstration projects on new or basic models - Mr. Gordon K. Howard and Mr. Randy Vessell
14. Provide program/service consultation - Dr. John A. Nesbitt and Staff
15. Develop a leisure settlement model for community agencies - Dr. John A. Nesbitt, Ms. Sue Flood, and Ms. Cynthia Pradon
16. Advocate for program/service development - Dr. John A. Nesbitt

Appendix E

Model Programs and Services in Community or Special Recreation for Handicapped

Leisure Consumer Models

Dr. Stan Labanowich, Commissioner
"National Wheelchair Association Model"
University of Kentucky
Lexington, Kentucky 40506

Ms. Susan Sygall and Ms. Diane Schecter, Program Coordinators
"Berkeley Outreach Model"
1742 Spruce Street, #101
Berkeley, California 94709

Consumer Leisure Competency Models

Dr. Robert P. Overs
"Milwaukee Avocational Counseling Model"
Milwaukee Public Schools
Division of Recreation and Adult Education
1667 South 24th Street
Milwaukee, Wisconsin 53204

Mr. Christopher Eubanks
"King County Model"
King County Division of Parks and Recreation
W226 King County Courthouse
Seattle, Washington 98104

Rehabilitation, Health, Social and Welfare Models

Ms. Viki Annand, Project Coordinator
"Philadelphia Handicapped Adults Model"
Temple University, 103 Pearson Hall
Philadelphia, Pennsylvania 19122

Dr. Carol Peterson, Consultant
"Michigan Leisure Services Model"
State Technical Institute and Rehabilitation Center
Alber Drive
Plainwell, Michigan

Ms. Doris S. Samuels, Supervisor
"Baltimore Model"
1129 North Calvert Street
Baltimore, Maryland 21202

Ms. Rochelle Swanson, Recreation Specialist
"Los Angeles County Model"
Los Angeles County Park & Recreation Department
155 West Washington Boulevard
Los Angeles, California 90015

Special Recreation Service Models

Ms. Janet Pomeroy, Founder and Director
"San Francisco Recreation Center Model"
207 Skyline Boulevard
San Francisco, California 94132

Mr. Paul Regan, Executive Director
"Memphis Recreation Services Model"
712 Tanglewood
Memphis, Tennessee 38104

Park and Recreation Department Models

Ms. Barbara Sternfeld, Executive Director
"Maine-Niles District Association Model"
4400 Grove Street
Skokie, Illinois 60016

Voluntary Health Agency Models

Mr. Chester T. Williams, Director
"Westchester County Recreation for Blind Model"
New York Association for the Blind
346 Mamaroneck Avenue
White Plains, New York

Mr. Craig Huber, Recreation Director
"Hartford CP and Multiply Handicapped Model"
United Cerebral Palsy
80 Whitney Street
Hartford, Connecticut 06105

Ms. Ellen Lilyquist, Supervisor
"Wilmington Model"
Wilmington Parks and Recreation Department
Box 1810
Wilmington, North Carolina 28401

Mr. Douglas Baylis, Coordinator
"ANCHOR Model"
Town of Hempstead
50 Clinton Street
Hempstead, New York 11550

Mr. Max Forman, Program Coordinator
"Miami Model"
City of Miami
2600 South Bayshore Drive
P.O. Box 330708
Miami, Florida 33133

Ms. Ann White, Supervisor
"Nassau County Model"
Nassau County Department of Recreation and Parks
Administration Building, Eisenhower Park
East Meadow, New York 11554

Ms. Karen Boulos, Center Director
"Portland Leisure Center Model"
Portland Parks and Recreation Department
70 Forest Avenue
Portland, Maine 04101

Additional Models

Ms. Helen Jo M. Hillman, Program Director
District of Columbia Department of Recreation
Program for the Mentally Retarded and Physically Handicapped
3149 16th Street, Northwest
Washington, D.C. 20010

Ms. Anne L. Swisher, Assistant Coordinator
Special Services Division
Maryland-National Capitol Park and Planning
Commission Special Populations Division
6600 Kenilworth Avenue
Riverdale, Maryland 20840

Mr. Ed Lehew, Executive Director of Mountwood Park
Whit Oak Village: Regional Activities and Recreational
Center for the Handicapped
Wood County Parks and Recreation Commission
P.O. Box 208
Parkersburg West Virginia 26101

Ms. Sharon Fitzgerald, Recreation Administrator
Will-A-Way Recreation Area
Fort Yargo State Park
Winder, Georgia 30680